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ABSTRACT

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the middle school level. It contains materials for a semester-long consumer home economics course based on the North Carolina Vocational Education Program of Studies, Revised 1992. The four units of the curriculum cover resource management, nutrition and wellness, personal and social responsibility, and fashion and appearance. Teaching/learning strategies in the curriculum include the following: applying basic academic skills, encouraging critical and creative thinking skills, problem solving, decision making and higher-order thinking skills, developing life and work skills, promoting cooperative learning, and enhancing a positive self-concept. Units include a rationale, competency, objective, suggested time, teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents are as follows: a course blueprint; a resource list of state-adopted textbooks and other publications, software, videotapes, and other resources, with addresses of vendors; equipment and supply lists; and an outline of developmental characteristics of early adolescents. (KC)

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ED 361 476

MIDDLE GRADES EXPLORATORY VOCATIONAL AND TECHNICAL EDUCATION

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FOREWORD

The new exploratory vocational and technical education program for the middle grades will result in the student being able to make good decisions at school, in the community, and within the family. The experiences which are a part of the program will provide an essential foundation for the development of a realistic, useful career development plan for each student.

The student will examine self and the changing nature of the workplace and employ contemporary and emerging technology to explore and define his/her role in the global community.

I hope this guide will be useful to you and to your students.

Bob Etheridge
State Superintendent
of Public Instruction

Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

INTRODUCTION

Today's world is different. So is today's child. With the growing cognizance that education must also change to accommodate these differences has come a shift to the middle grades philosophy of teaching and learning for the early adolescent. Articulated, integrated, interdisciplinary teaching strategies and learning activities develop personal and interpersonal skills which enable the youth to effectively apply theoretical knowledge to real-world circumstances as today's student and tomorrow's productive citizen.

The Exploring Life Skills curriculum is responsive to the developmental needs of the early adolescent and reflects the priorities and concerns related to managing resources; making life, career and consumer decisions; improving nutrition and wellness; conserving limited resources; and understanding the impact of new technology. The teaching/learning strategies in this curriculum include: applying basic academic skill; encouraging critical and creative thinking skills, problem-solving, decision-making as well as other higher order thinking skills; developing life and work skills; promoting cooperative learning; and enhancing positive self-concept.

Curriculum development for Exploring Life Skills was funded by a Consumer Home Economics Grant established by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 under Tittle III, Part B. Grants are to result in improved learning opportunities for public school students in grades 7-12 in Consumer Home Economics Education classrooms. The grants are for program development, improvement of instruction and curricula, and support services and activities in Consumer Home Economics Education. The grants are to be innovative, exemplary and have statewide implications.

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Acknowledgment is due to Leslie V. Matthews for editing the curriculum guide.

Rebecca B. Payne, C.H.E., State Consultant
Home Economics Education

USING THE CURRICULUM

The Exploring Life Skills Curriculum Guide has been developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the middle school level. Exploring Life Skills is a semester-long Consumer Home Economics course offered for students in grades 7-8. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1992.

PART I: COURSE DESCRIPTION

HE7018 (S-1) Max Enr: 18

Exploring Life Skills

Designed to explore and apply life management skill experiences to the essential tasks of everyday life. Students practice social, human relations, and communication skills for use in the home and workplace. Factors which influence personality, self-concept, and personal image are studied. Students plan snack and meals for personal and family wellness. They explore related career opportunities. The productive use of life management skills in the workplace in a focus throughout the course.

PART II: THE CURRICULUM

Each curriculum page includes the following information:

COURSE NAME: Title of course as provided by the state.

UNIT: Indicates the unit of instruction.

COMPETENCY and COMPETENCY NUMBER: Identifies the competency statement and the number based on the course blueprint.

OBJECTIVE and OBJECTIVE NUMBER: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to." The number identifies the objective according to the unit and competency as provided on the course blueprint.

TIME: Indicates the suggested time to be used for the specific objective. Amount of time is based on the weight given to that objective in VoCATS.

OUTLINE: Includes information to be covered under the objective.

STRATEGIES/ACTIVITIES: The strategies/activities in this curriculum have been developed as student strategies. Specific suggestions to the teacher are designated by: Note.

RESOURCES: The resources include the state-adopted textbooks as well as other books, videos, games and computer software.

HOME ECONOMICS EDUCATION

COURSE BLUEPRINT for 7018 (CIP# 20 0105): EXPLORING LIFE SKILLS

[Course Length: 1 semester; Class Length: 1 period]

Teacher: **School:** **LEA:**

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th **Room** **School Year: 199 -199.**

Seq. Day1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Areas	Level	Core Supp	Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	10	11
		90		**100%**						
		23	**100%**	**26%**					**A**	**RESOURCE MANAGEMENT**
		13	**57%**	**16%**	**C3**	**C|H|SC|SS**	**NA**	**Core**	**001.00**	**Analyze ways to manage personal and material resources to achieve goals.**
		1	4%	1%	C1	C|SS	NA	Core	001.01	Give examples of personal and material resources.
		1	4%	1%	C1	C|SS	NA	Core	001.02	Identify basic steps in the management process.
		2	9%	2%	C1	C|SS	NA	Core	001.03	Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).
		1	4%	1%	C3	C|SS	NA	Core	001.04	Apply decision-making skills in individual activities.
		1	4%	1%	C1	C|SS	NA	Core	001.05	Identify problem-solving strategies.
		2	9%	3%	C3	C|SS	NA	Core	001.06	Apply effective time management techniques in daily living.
		2	9%	3%	C1	C|H|SS	NA	Core	001.07	Identify strategies for managing stress in daily living.
		2	9%	3%	C3	C|SS	NA	Core	001.08	Determine consumer practices in relation to needs, wants, values and decision-making skills.
		1	5%	1%	C3	C|SC|SS	NA	Core	001.09	Predict the effect of technology on resource management.
		3	**13%**	**3%**	**C3P**	**C|SS**	**NA**	**Core**	**002.00**	**Work with others to accomplish group goals.**
		1	4%	1%	C1	C|SS	NA	Core	002.01	Identify interpersonal skills necessary to accomplish group goals.
		1	5%	1%	C3P	C|SS	NA	Core	002.02	Work with others using decision-making skills in group activities.
		1	4%	1%	C1	C|SS	NA	Core	002.03	Identify characteristics of effective group leaders and members.
		3	**13%**	**3%**	**C3**	**C|M|SC|SS**	**NA**	**Core**	**003.00**	**Analyze ways to manage the living environment.**
		1	4%	1%	C1	C|SS	NA	Core	003.01	Describe ways to organize and share living space.
		1	5%	1%	C3P	C|SS	NA	Core	003.02	Practice ways to keep the living space clean and safe.
		1	4%	1%	C1	C|M|SC|SS	NA	Core	003.03	Identify ways to conserve resources.

1	2	3	4	5	6	7	8	9	10	11
		4	**17%**	**4%**	**C3P**	**A|C|SC|SS**	**NA**	**Core**	**004.00**	**Examine careers in management, consumer, housing and interior design.**
		3	13%	3%	C3	A|C|SC|SS	NA	Core	004.01	Consider the major occupational opportunities and requirements of management, consumer and housing careers.
		1	4%	1%	C3P	A|C|SC|SS	NA	Core	004.02	Prepare a tentative career plan for a career in management, consumer or housing occupations.
		27	**100%**	**29%**					**B**	**NUTRITION AND WELLNESS**
		8	**30%**	**9%**	**C3**	**C|H|SC|SS**	**NA**	**Core**	**005.00**	**Predict the relationship of good food choices to a healthy life style.**
		2	7%	2%	C1	C|H|SS	NA	Core	005.01	Describe positive & negative influences on mental, physical and emotional wellness
		1	4%	1%	C1	C|H|SS	NA	Core	005.02	Describe how appearance is affected by diet and exercise.
		1	4%	1%	C1	C|H|SC|SS	NA	Core	005.03	Identify the essential nutrients and their function in promoting good health.
		1	4%	1%	C2	C|H|SC|SS	NA	Core	005.04	Relate the Food Guide Pyramid to the essential nutrients.
		2	7%	3%	C3	C|H|SS	NA	Core	005.05	Determine meals and snacks that meet the Food Guide Pyramid requirements for good health.
		1	4%	1%	C1	C|H|SS	NA	Core	005.06	Describe the influences of advertising on food selection.
		13	**48%**	**14%**	**C3P**	**C|H|M|SS**	**NA**	**Core**	**006.00**	**Prepare nutritious foods.**
		1	4%	1%	C2	C|H|SS	NA	Core	006.01	Communicate safe and sanitary practices to use when preparing food.
		2	7%	3%	C2	C|SS	NA	Core	006.02	Illustrate use and care of kitchen equipment and appliances.
		2	7%	2%	C3P	C|M|SS	NA	Core	006.03	Use accurate measuring techniques.
		1	4%	1%	C1	C|SS	NA	Core	006.04	Define cooking terms found in recipes to be used in food preparation activities.
		3	11%	3%	C3P	C|M|SS	NA	Core	006.05	Use written and oral directions for preparation of foods.
		3	11%	3%	C3P	C|M|SS	NA	Core	006.06	Carry out a realistic work/time schedule through food preparation activities.
		1	4%	1%	C1	C|SS	NA	Core	006.07	Use accepted table etiquette practices.
		4	**15%**	**4%**	**C3P**	**C|H|M|SS**	**NA**	**Core**	**007.00**	**Investigate resources necessary for managing nutritional needs of a family and/or an individual.**
		1	4%	1%	C2	C|M|SS	NA	Core	007.01	Outline factors affecting the cost of food.
		1	4%	1%	C2	C|M|SS	NA	Core	007.02	Select management strategies for shopping and meal preparation.
		2	7%	2%	C3P	C|H|M|SS	NA	Core	007.03	Use labeling/product information in making nutritious food choices.

1	2	3	4	5	6	7	8	9	10	11
		2	7%	2%	C3P	C|H|SC|SS	NA	Core	008.00	**Examine careers in the foods, nutrition and wellness industry.**
		2	7%	2%	C3	C|H|SC|SS	NA	Core	008.01	Consider career opportunities and requirements in the foods, nutrition and wellness industry.
					C3P	C|H|SC|SS	NA	Supp	008.02	Prepare a tentative career plan for a foods, nutrition or wellness occupation.
		25	100%	28%					C	PERSONAL AND SOCIAL RESPONSIBILITY
		3	12%	4%	C3	C|H|SS	NA	Core	009.00	**Determine ways to account for oneself and act responsibly toward others (peers, family and society).**
		2	8%	3%	C3	C|H|SS	NA	Core	009.01	Consider ways to demonstrate personal responsibility.
		1	4%	1%	C3	C|H|SS	NA	Core	009.02	Determine responsible sexual practices.
		3	12%	3%	C1	C|SS	NA	Core	010.00	**Describe unique characteristics of self and others.**
		1	4%	1%	C1	C|SS	NA	Core	010.01	Describe developmental characteristics of early adolescents.
		1	4%	1%	C1	C|SS	NA	Core	010.02	Identify elements that contribute to a positive self-concept.
		1	4%	1%	C1	C|SS	NA	Core	010.03	Identify personal uniqueness (personality traits, heredity, developmental characteristics and self-concept).
		10	40%	11%	C3P	C|SS	NA	Core	011.00	**Practice the interpersonal skills needed to interact effectivcly with family members, friends and co-workers.**
		1	4%	1%	C1	C|SS	NA	Core	011.01	Describe factors which influence relationships within families and groups.
		1	4%	1%	C2	C|SS	NA	Core	011.02	Discuss roles and responsibilities of being a family member, friend and co-worker.
		1	4%	1%	C2	C|SS	NA	Core	011.03	Illustrate social skills acceptable in the home, community and workplace.
		2	8%	3%	C2	C|SS	NA	Core	011.04	Interpret ways to communicate effectively to promote relationships.
		1	4%	1%	C1	C|SS	NA	Core	011.05	Identify alternative points of view of others (family members, friends & co-workers).
		2	8%	2%	C3P	C|SS	NA	Core	011.06	Practice effective conflict resolution and negotiation skills.
		2	8%	2%	C3	C|SS	NA	Core	011.07	Determine ways to cope with changes and family/individual problems.
		7	28%	8%	C1	A|C|H|SS	NA	Core	012.00	**Identify tasks and safety procedures in caring for children.**
		1	4%	1%	C1	C|H|SS	NA	Core	012.01	Identify primary responsibilities of a baby-sitter.
		3	12%	4%	C1	C|SS	NA	Core	012.02	Describe characteristics of children at different stages of development.
		2	8%	2%	C1	A|C|SS	NA	Core	012.03	Identify activities that are appropriate for children at different stages of development.
		1	4%	1%	C1	C|H|SS	NA	Core	012.04	Select safety guidelines for child care.

1	2	3	4	5	6	7	8	9	10	11
		2	**8%**	**2%**	**C3P**	**C|SS**	**NA**	**Core**	**013.00**	**Examine careers working with families and children.**
		2	8%	2%	C3	CISS	NA	Core	013.01	Consider the major occupational opportunities and requirements of careers working with families and children.
					C3P	CISS	NA	Supp	013.02	Prepare a tentative career plan for a career working with families and children.
		15	**100%**	**17%**					**D**	**FASHION AND APPEARANCE**
		4	**28%**	**4%**	**C3P**	**A|C|M|SS**	**NA**	**Core**	**014.00**	**Use grooming and clothing choices to create a positive image.**
		1	7%	1%	C1	CISS	NA	Core	014.01	Identify reasons good grooming is desirable.
		1	7%	1%	C3P	CISS	NA	Core	014.02	Use good grooming techniques.
		1	7%	1%	C3	AICISS	NA	Core	014.03	Predict consequences of clothing choices.
		1	7%	1%	C3	CIMISS	NA	Core	014.04	Make a clothing choice based on price, quality, care costs and personal preference.
		6	**40%**	**7%**	**C3P**	**A|C|M|SC|SS**	**NA**	**Core**	**015.00**	**Practice ways to care for clothes.**
		2	13%	3%	C3	CIMISSI SC	NA	Core	015.01	Determine procedures for the care of clothing.
		3	20%	3%	C3P	CISS	NA	Core	015.02	Make simple clothing repairs.
		1	7%	1%	C2	AICIMISS	NA	Core	015.03	Discuss ways of recycling clothing.
					C3P	AICISS	NA	Supp	015.04	Practice ways to recycle clothing.
		5	**32%**	**6%**	**C3P**	**C|SS**	**NA**	**Core**	**016.00**	**Examine careers in clothing, textiles, fashion and personal service careers.**
		5	32%	6%	C3	CISS	NA	Core	016.01	Consider the major occupational opportunities and requirements of clothing, textiles, fashion and personal service careers.
					C3P	CISS	NA	Supp	016.02	Prepare a tentative career plan for a career in clothing, textiles, fashions and personal service occupations.

Unit A. Resource Management

Rationale: Early adolescents need to be more aware of the resources in their control and begin to develop good management practices as they make critical life choices. They must recognize the influences on their everyday decisions and practice using the decision-making process. Early adolescents can learn the process of making good management decisions as they are assuming new roles, learning how to manage their resources, practicing good consumer skills, dealing with problems/crises and taking responsibility for their actions. Facing daily living and new technology, they also must contend with many stresses (both positive and negative) . This unit also provides an opportunity for students to experience a sense of pride and responsibility for their living space and for their planet. Further, management, consumer, housing and environmental fields are growing and students need to be aware of the latest career opportunities.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.01 Give examples of personal and material resources.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Resources Personal resources Material resources Private Public	1. Play a "Hang Man" type of game to identify the word "resources." [Note. Draw 9 blanks on the board/overhead and have students begin guessing letters as you give clues such as: A. A source of supply or support B. Something that meets needs and fulfills wants C. Things in your life that help you live successfully and meet the goals you set for yourself. By the time the word is revealed you have defined the main concept for the day's lesson (RESOURCES).] 2. In pairs or small groups, brainstorm for 5 minutes as many resources as possible. [Note. Reward group with the longest list with a gold star on their lapels.] 3. Identify and discuss the types of resources: *personal (Human)-resources that come from within the individual enabling him/her to reach goals *Material (Non-human)-resources that are things or conditions that enable goals to be reached Private resources-belong to an individual or family Public resources-belong to everyone (paid for by taxes) 4. Use the resources brainstormed by the winning group in #2 to classify the resources under each category identified in #3.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.01 Give examples of personal and material resources.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Resources Personal resources Material resources Private Public	5. Break out into small groups/pairs and continue listing resources for all categories. [Note. As groups come back together to share their ideas make sure the following are mentioned: Personal resources: Knowledge, Creativity, Talents, Abilities, Friends, Teachers, Family, Employers, Neighbors, Health, Feelings, Attitudes Material resources-Private: Money, House, Car, Time, Clothing, Equipment, Fuel (electricity, gas, oil, coal, solar energy, etc.) Public: Schools, Public libraries, Parks, Police and Fire protection, Emergency Medical Services (911)] 6. Make a collage of magazine clippings of three personal resources he/she has. Share your work with the class, by explaining your collage. [Note. Use collages for a bulletin board or display.] 7. Discuss the importance of all of these resources in helping us to achieve our goals (to be able to get what we want out of life). [Note. Remind students that through this Resource Management unit, topics will be covered to help them use these resources more wisely!]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.01 Give examples of personal and material resources.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Resources Personal resources Material resources Private Public	8. Use resources listed to work a word puzzle. For example: R Equipment S Others (friends, family) U R Clothing, coal, cars monEy School 9. Brainstorm alternative resource choices. For example, ways to get to school: Walk Bike Carpool Family car Taxi School bus, etc. Evaluate the alternatives by considering the following: Which are best for the environment? Why? Which are best to save money? Which are more convenient to use?

RESOURCES:

Teen Living, 24-25; Today's Teen, 128-131, 166-168; You: Livin Learning & Caring, 91-93; Young Living, 153-156.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.02 Identify basic steps in the management process.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Management Definition Process Setting goals Planning Implementing Evaluating	1. Discuss what it means to be a manager. What does a good manager do? What happens when an ineffective manager is in control? [Note. Greet students at the door wearing a hat or badge that says "Manager," describing your role as classroom manager.] 2. Establish a class definition for MANAGEMENT such as "using what you have (resources) to get what you want (goals)." [Note. Display this definition throughout this unit.] 3. Discuss: What are "life skills?" What is this course "Exploring Life Skills" all about? Work with classmates to establish goals for the class. [Note. Share your plans for the course, your classroom rules and information about the Vocational Student Organization-Future Homemakers of America (FHA) or Career Exploration Clubs of North Carolina (CECNC). You can use the FHA/HERO Membership Action Kit to help you start a new chapter.] 4. Work in small groups using an envelope containing slips of paper with the management process steps written on them. Read the steps and arrange them in order at your table. Then with the whole group, verify the order of the steps by identifying them one by one as the teacher records answers on the chalkboard/overhead. [Note. Illustrate the process as you go with a case study you develop or one from a textbook.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.02 Identify basic steps in the management process.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Management Definition Process Setting goals Planning Implementing Evaluating	5. Work in small groups using the management process to address situations described in case studies such as these: A. Jason is an eighth grader at Northeast Middle School. He enjoys art class and is told by his friends and teachers that he has real talent. He would like to be an architect but wonders what plans should be made to reach his goal. B. Michelle is so excited about Paula's party. She has seen a teriffic outfit at the mall that she really wants to wear to the party. Her problem is that she has half of the money and the party is only two weeks away. C. Ian has a project due in social studies next Tuesday. He has started thinking about it but still has most of the work ahead of him. He knows that this weekend should be spent on the project but he also wants to help the Student Council with their recycling project on Saturday. D. The Valdes family is discussing their vacation for next summer. The parents want to go to the mountains, the two teenagers would prefer the beach and the 5 year-old keeps yelling "Disney World!" What do you think would happen if the people involved did NOT use the management process?

RESOURCES:

Teen Living, 27-29; Today's Teen, 35-38; You: Living, Learning & Caring, 108-110; Young Living, 152

FHA/HERO Membership Action Kit, Future Homemakers of America, Inc. 1910 Association Drive, Reston, VA 22090 (703) 476-4900, FAX (703) 860-2713.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.03 Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making Factors Needs Wants Values Goals Standards Priorities	1. Imagine that an enormous forest fire is out of control and heading toward your home. List what you would try to save. You have 10 minutes to gather what you wish to save and get out. You can only take things that will fit in the grocery bag or be carried out in one trip. (You are to assume that all other family members are able to get out on their own.) Share what you saved from destruction. [Note. Draw flames on chalkboard/overhead and write the word "FIRE" before students enter. Place paper grocery bags at each table or around perimeter of the room.] Discuss factors that influence the decisions you made such as: Needs-necessities, things that are necessary for life Wants-desires, things you would like to have but can live without Values-strong beliefs or ideas about what is important Goals-what you aim for, hope to accomplish Priorities-goals that are more important that must be met first

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.03 Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Decision-making Factors Needs and wants Values Goals Standards Priorities	2. Use current events to identify an area in turmoil (war, famine, natural disaster, etc). Discuss how the people are affected by this situation. Answer the following questions "Are their needs different from ours?" "What would a priority be for you if you were in that situation?" 3. Role play your 10-year class reunion by answering questions such as What have you been doing for the last 10 years? Where do you live? Are you married? Do you have children? What career did you choose? How did you prepare for your career? college? technical college? On the job training?, etc. After everyone tells about his/her life, discuss the dreams of the class. Dreams are very important as the basis for goals. Think about the actions necessary to reach the goals mentioned in class (high school courses, college or technical training, etc.). [Note. Class Reunion Activity- Ahead of time prepare banner "Welcome back Class of (current school year)" and set out refreshments. As students enter your classroom, role play the part of a teacher welcoming them to their class reunion. Inform them that you remember them from 1993, reminding them that they were in your Exploring Life Skills Class.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.03 Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making Factors Needs Wants Values Goals Standards Priorities	4. Read <u>Oh, the Places You'll Go!</u> by Dr. Seuss. It addresses the "Great Balancing Act" (life itself, and the ups and downs it presents) while encouraging us to find the success that lies within us. It is a great way to start off a new year of middle school (or to leave middle school to go to high school). Read the book individually or work in cooperative groups to read the book and answer a portion of the discussion questions. Discussion questions: How does it feel to "join the high fliers who soar to high heights?" List some "Bang-ups and Hang-ups" you might run into. What is meant by "your gang will fly on. You'll be left in a Lurch?" List strategies for "Un-slumping yourself." What happens at the "Waiting Place?" Is fame important to you? Why? What happens in "the Hakken-Kraks howl?" Explain: "So be sure when you step. Step with care and great tact and remember that Life's a Great Balancing Act." Define your "mountain."

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.03 Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making Factors Needs Wants Values Goals Standards Priorities	5. Discuss how the standards we live by vary from family to family. The principles or rules within your family have helped form your beliefs of what is right and wrong. Many of these standards have been influenced by moral beliefs and have been passed down from generation to generation. Classify standards as: Personal/Family standards-originate within the family or small group. Examples: Class rules, bedtime/ curfew, age to stay home alone, age to date, way to address elders, ways to show respect, ways to celebrate special occasions, etc. Conventional standards-originate in the cultural or social group. Examples: table manners, etiquette rules, interpersonal communication, driving regulations (driving on the right side of the road), etc. Scientific standards-based on facts or research. Examples: Nutrition guidelines, safety (codes for buildings, eletrical wiring), etc.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.03 Describe factors that affect decisions (needs, wants, values, goals, standards and priorities).

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making Factors Needs Wants Values Goals Standards Priorities	6. Survey classmates to find out about standards used within their homes. Ask questions regarding, bedtime/curfew, age to stay home alone, age to date, way to address elders, ways to show respect, ways to celebrate special occasions, etc. Chart the results of the survey. Discuss the similarities and differences among families. 7. Interview parents/guardians or grandparents and record responses to the same questions as in the previous activity. Discuss the differences from one generation to the next. What do you think causes the differences?

RESOURCES:

Teen Living, 26; Today's Teen, 32-33; You: Living, Learning & Caring, 87-90, 95-98; Young Living, 96-101

Oh, the Places You'll Go! Dr. Seuss. New York: Random House, 1990.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.04 Apply decision-making skills in individual activities.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making process: Identify problem List alternatives Research alternatives Make decision Act Evaluate	1. List decisions you have to make. 2. [Note. Introduce lesson by using some decision-making device/technique such as tossing a coin or drawing straws.] Discuss- Is this the best way to make a decision? Why or why not? How do you usually make choices? (chance, habit, imitation, default, etc.) 3. Try out the theory called "Mr/Ms _____'s Foolproof Decision Making Plan." Think about and list the kinds of decisions you have to make. Your teacher will write these ideas on the board or overhead. List the steps of the plan, explaining each step by giving an example. * Identify the problem * List all alternative solutions * Research alternatives * Make a decision * Act * Evaulate [Note. You might want to name the plan after the school mascot or team name.] 4. Work through the examples listed in #1. List the steps and explain how each applies to the decision you are making. Share your impressions about the "Foolproof Decision Making Plan."

RESOURCES:

Teen Living, 16-20; Today's Teen, 31-34; You: Living, Learning & Caring, 99-103; Young Living, 61-65.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.05 Identify problem solving strategies.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Problem Solving Strategies Identification Ways to cope Resources	1. Select a magazine picture that depicts a problem teens must deal with. Post these pictures as the background for a bulletin board titled, "Man, Have I Got Problems!" Use the computer to make signs/banners to list strategies for dealing with the problems identified. 2. Develop a class definition for the term: "problem." (something that causes difficulty/distress) 3. Outline problem-solving strategies: *Consider alternate points of view. *Work together to find an answer. *Seek help from others 4. In small groups, role play strategies to solve problems identified in #1.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.05 Identify problem solving strategies.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Problem Solving Strategies Identification Ways to cope Resources	5. [Note. Create a miniature puzzle for each small group by mounting and laminating a magazine pictures to heavy paper. Cut the pictures into 3 or 4 puzzle pieces (one puzzle piece for each student). Mix the pieces together and distribute one to each student.] Work in cooperative groups and race with other groups to see which one can find all its members and assemble their puzzle first. Discussion questions: To be a success, what did the members of your group have to do? What examples of teamwork did you see today? How could your group's teamwork been improved? What are some ways to make everyone on a team feel welcomed, encouraged? How can teamwork help us in real life? 6. In small groups formulate lists of where to seek help. Telephone books, newspapers, and other resource listings may be helpful. [Note. As groups share their findings, compile a master list to post in the room. Decorate the display with "white flags" symbolic for surrender...asking for help.]

RESOURCES:

You: Living, Learning & Caring, 30-33

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 01.06 Apply effective time management techniques in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Time management Time wasters Tools Techniques	1. Write about what you would do with $86,400.00 if you received that much each day. You could spend it as you like but you cannot save any of it for another day, you cannot give it away and you cannot borrow from tomorrow's $86,400.00. After discussing plans for using the money think about how we each receive a gift every day of 86,400 seconds in every 24 hour day. Talk about how investing time makes as much sense as investing money. 2. In pairs or small groups, formulate a list of TIME WASTERS (things that steal time from us). Discuss ideas(be sure to include): -wrong information (i.e. preparing for the wrong assignment, etc.) -no set priorities (using up time for less important tasks then running out of time) -procrastinating (putting things off/ perfectionism) -telephone/television -repeating yourself (forgetting something or not following directions) -habit (spending time on things that do not need to be done, just because it is the way you have always done it) -clutter (too much stuff in too little space making it take longer to do tasks) -workaholism (being addicted to activity not working toward specific goals)

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.06 Apply effective time management techniques in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Time Management Time wasters Tools Techniques	3. In small groups, role play time wasters from activity #2 for the rest of the class to guess which time waster you are portraying. 4. Discuss the statement "If you can't find time to do something right, how will you find time to do it over?" 5. View a display tools of time management, such as: clock, watch, calendars, weekly planning sheets, schedules, timers and "To Do" lists. Use the computer to generate calendars or schedules, for practice managing personal time. 6. [Note. Designate a spot in the class where small pieces of scrap paper will be placed. Encourage students to use the paper during their free time before class to formulate To Do lists in order to balance their activities. Let them see you using time management tools-lists, schedules, calendars/lesson plans, a timer to pace activities.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.06 Apply effective time management techniques in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Time Management Time wasters Tools Techniques	7. Read "The List" from Frog and Toad Together. Discuss how we must be flexible in carrying out our time management plans. 8. Interview someone you admire for having effective management skills. Prepare questions such as: How do you accomplish your goals? Do you keep a calendar/schedule/journal? What suggestions would you give me as I try to balance the activities in my life? 9. Think about which time wasters you need to overcome. Write a short paper/journal entry on this thought.

RESOURCES:

Teen Living, 30-34, 41; Today's Teen, 125-127; You: Living, Learning & Caring, 110-111; Young Living, 157-162

Frog and Toad Together. Lobel, Arnold. New York: Harper & Row, Publishers, 1972.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.07 Identify strategies for managing stress in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Stress Management Stress Distress Eustress	1. Define the following key words: Stress-tension (emotional, mental or physical) felt when faced with change Distress-discomfort/pain caused by change Eustress-positive emotions caused by change (such as striving to do your best) 2. Play "Name that Stress." From deck of cards prepared by teacher, draw a physical or emotional sign of stress. Give example of situation that would cause that stress symptom. 3. How does stress affect your life/health? (Can make you sick-headaches, high blood pressure, heart disease, ulcers, etc.) 4. Identify "stressors" in life. (unrealistic expectations of ourselves, unrealistic expectations others have of us, pressure to do well on a test or in an athletic event, to learn a new piece of music, to complete a project or term paper by the due date, household chores, relationships or any change) 5. Identify techniques used by the media to help you deal with stress. (by taking medications, going on a trip, using bubble bath, drinking alcoholic beverages, etc.) [Note. Discuss how solutions such as drugs and alcohol can add to the stress in your life.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.07 Identify strategies for managing stress in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Stress Management Stress Distress Eustress	6. Record stresses encountered and how managed, for a 24-hour period. 7. Create a list of ideas for managing stress. Make sure to include some of the following: deep breathing/relaxation exercise/ working out visualization (imagining yourself being successful at working through a stressful situation) talking to a friend (or a parent, teacher or counselor) positive "self-talk" get up 15 minutes earlier break large tasks into bite size portions pet a friendly dog/cat say something nice to someone strive for excellence NOT perfection hold that thought (put the problem on hold-deal with it later) get help cry (a good way to relieve tension) inventory negative thoughts then the positive ones trade places (pretend your problem belongs to someone else, think of how they would handle the situation) be assertive (not aggressive) feed the birds

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.07 Identify strategies for managing stress in daily living.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Stress management Stress Distress Eustress	8. Work in small groups to plan three possible ways to react to each of the following stressful situations. Consider results of each choice listed. First day at a new school Opening night of the school play (you have a leading role) Game that decides the championship Accidental fall in front of others Loss of your girl/boy friend to another person 9. Brainstorm ways that stress can be eustress (good for us). Remember that a certain amount of stress (eustress) is good for us. It helps to keep us alert and gets the adrenalin pumping. [Note. Good management of time and other resources will help control the level of distress and capitalize on the eustress in life, making us more successful/happier.] 10. As an FHA/CECNC service project, make stress management posters for classroom, cafeteria, school halls, mall, central office, etc.

RESOURCES:

Teen Living, 50-53; You: Living, Learning & Caring, 117-118; Young Living, 34, 90-91

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.08 Determine consumer practices in relation to needs, wants, values and decision-making skills.

TIME: 2 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Consumer Practices Shopping skills Advertising tactics	1. Identify and describe types of stores, and list examples from your community. (Label,with push pins on a map of your area-which has been posted on a bulletin board or mounted on a piece of styrofoam insulation.) Department store Discount store Factory outlet store Specialty stores Variety stores Thrift shop/yard sales Mail-order catalogs Door to door sales Electronic Shopping (i.e. Prodigy, CompuServe, etc.) 2. Using sales brochures, catalogs, and field reports (from homework assignments), compare the prices of the same item in different stores. Chart the findings. What are the advantages/ disadvantages of each type of store? 3. Define "comparison shopping" examining the goods and services available in the marketplace. 4. Using your textbook and other consumer education materials, research shopping skills. Create a brochure summarizing the findings. [Note. Make copies of the brochures to share with other students (possibly in Advisor-Advisee/homeroom). Display the brochures on a bulletin board in the hall, library or lobby of school. This could be an FHA/CECNC activity.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.08 Determine consumer practices in relation to needs, wants, values and decision-making skills.

TIME: 2 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Consumer Practices Shopping skills Advertising tactics	5. Discuss advertising by sharing your most favorite/ least favorite ad. Establish a class definition of advertising such as calling attention to a product or business. 6. List and describe: Advertising techniques: Informative advertising-informs consumers about prices, products and availability Comparative advertising-compares one brand to another Emotional appeals-sex, fear and rational appeals Endorsements-celebrities promoting a product Testimonials-ordinary people praising products False advertising-unfair tactics to encourage consumers to buy (including: bait & switch, contests, giving free goods, merchandise substitution) 7. Look for examples of the advertising techniques listed in #6. Discuss what draws attention to an ad. (Bright colors, pretty or famous people, catchy tune, repetition, etc.) 8. In small groups prepare ads for real or fictious products. Video tape commercials for play back and evaluation. Answer these questions as you watch: What appeals and techniques were used? How did the commercial try to make you want to buy the product? Which ads were most convincing? Why?

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.08 Determine consumer practices in relation to needs, wants, values and decision-making skills.

TIME: 2 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Consumer Practices Shopping skills Advertising tactics	9. Play a game such as "Fact or Opinion" or "Budget." to practice consumer skills. 10. Use the software program "Advertising: How it Affects You" to explore ways in which advertisers manipulate images and language in order to sell products. 11. Teach other students in your school about money management using strategies from Financial Fitness as a FHA chapter project.

RESOURCES:

Teen Living, 193-201, 204-217; Today's Teen, 146-155; You: Living, Learning & Caring, 127-137; Young Living, 171-185.

Advertising: How It Affects You. Computer Software. Microcomputer Educational Programs.

Budget: A Consumer Math Game. Board game. Creative Teaching Associates.

Fact or Opinion. Board game. Comprehension Games Corporation.

Financial Fitness. Future Homemakers of America, Inc. Lock Box Operations, PO Box 1400 Falls Church, VA 22041 (703) 476-4900, FAX (703) 860-2713.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.09 Predict the effect of technology on resource management.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES

Technology
- Positive effects on management
- Negative effects on management

1. Interview a grandparent or the oldest person you know. Develop a list of possible questions ahead of time such as:
   - What are your best childhood memories?
   - What challenges did families face in those days?
   - What was your school like?
   - What are the biggest differences between your teen years and my world today?

2. Discuss "good ole days," that is, how things were different before our modern appliances.

[Note. Invite a guest speaker from the local Historical Society or dress the part, complete with washboard and lye soap, etc. Display pictures of early appliances.] Talk about the shift of labor from humans to machines and the families labor from homeplace to workplace. Consider the question, "If modern equipment and appliances are taking so much labor away from us, why are families so stressed these days?"

3. Work in pairs to fill in a chart with the following headings:

	Past	Present
Good		
Bad		

As groups share, include in the discussion positive effects and negative effects of technology on management.
- less physical labor

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 001.00 Analyze ways to manage personal and material resources to achieve goals.

OBJECTIVE: 001.09 Predict the effect of technology on resource management.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Technology Positive effects on management Negative effects on management	Effects of technology (continued from previous page) Positive effects (cont.) less dangerous labor higher standards in homes and their cleanliness more variety in foods and menus increased learning possibilities more self-employment/working from home Negative effects- more is expected of people more technical knowledge required more emphasis on speed families are more isolated malfunctions of technology (Three Mile Island, Challenger, etc.) waste products from technology (nuclear, chemicals, packaging, etc.) 4. Discuss the need to find a balance in our lives between the old and the new. We must be aware of both the positive and negative implications of technology; we must evaluate the purpose of technology and not always believe that new is necessarily better.

RESOURCES:

Teen Living, 28; Today's Teen, 157-164; You: Living, Learning & Caring, 166-169; Young Living, 223.

Collins, Eleanor M. "The Impact of Technology on the Family: A Personal and Global Challenge for Home Economics," Home Economics FORUM. Michigan: Kappa Omicron Phi Omicron Nu, 1987.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.01 Identify interpersonal skills necessary to accomplish group goals.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Groups Family Peer group Class Club Work Interpersonal communication skills Friendliness Politeness Confidence Healthy self-concept Risk-taker Positive attitude Citizenship Integrity Trustworthiness Courage Respect Service to others	1. List the groups to which you belong. Identify positive aspects of being part of a group. What responsibilities come with membership in the groups you have identified? 2. Write a paragraph telling your reaction to the following quote: "Our rights as citizens in a democracy exist because people fulfill their responsibilities as citizens." 3. Brainstorm characteristics of a good citizen as your teacher records responses on the board/overhead. Create a class definition of CITIZENSHIP such as: an individual's behavior (rights & responsibilities) as a member of a community (a class, a school, a town/city, a state, or a nation). 4. Suggest qualities of a good citizen by labeling the body parts on a stick figure. For example, Eyes-looks for all sides of an issue Ears-listens more than he/she talks Head-thinks before speaking or acting Mouth-that speaks the truth Heart-cares about what happens to others Hands-helps out where needed -does his/her part to clean up Feet-quick to do what is right stand up for those less fortunate

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.01 Identify interpersonal skills necessary to accomplish group goals.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Groups Family Peer group Class Club Work Interpersonal communication skills Friendliness Politeness Confidence Healthy self-concept Risk-taker Positive attitude Citizenship Integrity Trustworthiness Courage Respect Service to others	5. View the video Let's Talk About Responsibility.

RESOURCES:

Teen Living, 16; Today's Teen, 48-55; You: Living, Learning & Caring, 352-356; Young Living, 40-44.

Let's Talk About Responsibility. Sunburst Communications, Inc.

How to Be Successful. (lesson guide) Jefferson Center for Character Education.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.02 Work with others using decision-making skills in group activities.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Decision-Making Process Identify problem List alternatives Research alternatives Make decision Act Evaluate	1. Identify decisions made by groups. (For example, Who will lead us? What is our mission? What goals should we set? How can we accomplish our goals?) 2. Review the decision-making process (objective 001.04).
FHA 5-Step Planning Process 1. Brainstorm to identify concerns. 2. Determine what the project is to accomplish. 3. Form a plan. 4. Act on the plan. 5. Analyze what happened.	3. Read the FHA brochure, Step One, to learn about the organization's history, structure, activities, publications, recognition, and five-step planning process. Analyze ways vocational service organizations can help members work cooperatively to make group decisions. 4. Work in small groups, using the FHA five-step planning process. Appoint a recorder to take down ideas as you work through the decision-making process. Write a brief proposal describing your project idea. Present the idea to the class and listen as other ideas are shared. Vote to select one service project. [Note to teacher. Provide time at a later date for evaluation of the completed project.]

RESOURCES:

Teen Living, 16-20; Today's Teen, 31-34; You: Living, Learning & Caring, 99-103; Young Living, 61-65

Step One. (Brochure PB22) Future Homemakers of America, Inc.. Lock Box Operations, P.O. Box 1400, Falls Church, VA 22041, (703)476-4900, FAX (703)860-2713.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.03 Identify characteristics of effective group leaders and members.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Characteristics of effective leaders Hardworking Fair Wise Dependable	1. List some important leaders and tell why you consider each one a leader. [Note. Encourage students to list people they look up to. Record their answers on the board/overhead. Stress that not all leaders have a title. Most of us have mentors who are leaders in our lives. Early adolescents often see celebrities from music, films and sports as important leaders.]
Characteristics of effective members Attendance Punctuality Reliability Honesty Preparedness Perserverence	2. Work in small groups to develop a classified ad for a leader (student body president, mayor of a town, president of a country, etc.). Share your ad with the class. Listen as other groups read their ads. List on the board/overhead the traits mentioned in the ads. Discuss the following: Why are these attributes important? What would happen if a leader does not have these qualities? What could happen if a leader was chosen merely by popularity or charisma?
	3. Identify the various offices in your Vocational Student Organization, Future Homemakers of America (FHA) or Career Exploration Clubs of North Carolina (CECNC). Preview plans for the club for this school year. Discuss reasons for becoming a member and/or a leader in the club.
	4. Work in pairs or small groups to illustrate the variety in temperaments found in people as they work together. Illustrate a picture of a potato to go along with the characteristics mentioned in the following "tator" descriptions. Share your group's picture, describing your "tator" to the class.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.03 Identify characteristics of effective group leaders and members.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Characteristics of effective leaders Hardworking Fair Wise Dependable	4. "Tator" activity (cont.) Dictator-He is always yelling and making a lot of noise. Everything must be done exactly as he wants it to be done or he will get very angry. If Dictator is not the leader, he will not support the idea or activity. He is not a follower.
Characteristics of effective members Attendance Punctuality Reliability Honesty Preparedness Perserverence	Spectator-She usually wants to sit on the sidelines and watch the rest of the family do the work. She will not pitch in and work right along with the rest of the family. Often Spectator says, "I'll let the other guy do the job." Agitator-She often gets the family fired up and ready to junp in with both feet in order to complete a project or activity. After she has excited and agitated the others, she will drop out or quit. She also shows a great deal of disrespect at times. She sits back, "cracks jokes," and makes smart remarks in order to draw attention to herself. Hesitator-He is never quite sure of himself, because he is never prepared. He will hold back his thoughts and ideas until after a decision has been made and then be upset because they were not incorporated in the plan. Imitator-This tator tries to get the job done by imitating another family member. She never thinks of any original ideas and always wants to do the same thing she did last time.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 002.00 Work with others to accomplish group goals.

OBJECTIVE: 002.03 Identify characteristics of effective group leaders and members.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Characteristics of effective leaders Hardworking Fair Wise Dependable Characteristics of effective members Attendance Punctuality Reliability Honesty Preparedness Perserverence	"Tator" descriptions (cont.) Commentator-She is the steady, hardworking dedicated leader who puts other's wishes before her own. She contributes new ideas, uses democratic methods in conducting activities, and adds much spirit and enhusiasm to the family. She often receives recognition due to her outstanding leadership. Facilitator-He is also a hard worker but is often not in the spotlight. He helps others and makes activities easier by cooperating. A peace-maker, Facilitator helps work out disputes within the family. He is dependable and responsible, always doing his fair share. [Note. Ask students to think about which tator they think they are. Which "Tator" they hope to be. Ask, "Are there any negative "Tator" characteristics you might have?" "How could you go about changing a negative into a positive?" Students could respond in a class discussion or by writing a paper or journal entry.] (Original idea developed by Harley Cutlip, Assistant State 4-H Leader, West Virginia Cooperative Extension Service, 1962.)

RESOURCES:

Teen Living, 91-92; Today's Teen, 48-53; Young Living 43-44

FHA Publications-Membership Brochure Do You Have What It Takes? (PB23), Videotape Skills for Life (AV12), Magazine Teen Times (PB18); Future Homemakers of America, Inc. Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 003.00 Analyze ways to manage the living environment.

OBJECTIVE: 003.01 Describe ways to organize and share living space.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Organizing Living Space Storage Furniture arrangement Sharing Space	1. Work in pairs or small groups to go on a "Storage Scavenger Hunt" compiling a list of storage hints found in texts and brochures. [Note. Create an information file for this activity that includes catalogs/brochures from storage/ventilated shelving companies and sales papers from local discount stores featuring storage systems.] 2. Sketch a design for storage in your bedroom. 3. Make decorative storage organizers for your locker or home. Use boxes and other containers by covering them with paint, wallpaper scraps, fabric, contact paper, etc. 4. Discuss the advantages and disadvantages of sharing space with others. Identify a situation that involves sharing space (for example, siblings sharing a bedroom) and list hints for living together peacefully.

RESOURCES:

Teen Living, 231-236, 245; Today's Teen, 180, 206-207; You: Living, Learning & Caring, 140-144; Young Living, 191-194.

Home storage systems vendors:

Closet Maid, 720 S.W. 17th St. Ocala, FL 34474 1-800-874-0008
Lee/Rowan Co. 633 Etzel Ave., St. Louis, MO 63133 1-800-872-5332
Schulte Corp., 12115 Ellington Ct., Cincinnati, OH 45249 1-800-669-3225
White Home Products, 2401 Lake Park Dr., Atlanta, GA 30080 (404)431-0900

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 003.00 Analyze ways to manage the living environment.

OBJECTIVE: 003.02 Practice ways to keep the living space clean and safe.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Maintenance of living space Tasks Sharing Responsibilities Safety	1. Brainstorm a list of tasks that must be carried out in the home to keep it clean. Place a symbol by each task identifying when it is done: occasionally (O), weekly (W), or daily (D). Place these items on a chart and make a plan for sharing the responsibilities within the home. Discuss the sharing of the tasks. Do some family members do more than others? Why? 2. Demontrate basic cleaning methods such as windows/ mirrors, stoves/ranges/microwaves, floors, wooden furniture, counters/tables, desks, etc. 3. Divide classroom/lab cleaning tasks among classmates and practice cleaning. Choose a quality control team to follow up. Leave cards stating "This mirror (sink, stove, window, counter, carpet, etc.) was cleaned by _____." Discuss the feeling of pride you experience when you do a good job and when your surroundings (at home or in the classroom) look nice. 4. Listen to a local firefighter talk about safety in the home, school and business. 5. Listen to a paramedic or Red Cross educator share about how to prevent accidents and what to do when they occur.

RESOURCES:

Teen Living, 236-244; Today's Teen, 208-212; You: Living, Learning & Caring, 145-155, Young Living, 200-204

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 003.00 Analyze ways to manage the living environment.

OBJECTIVE: 003.03 Identify ways to conserve resources.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Resource Conservation Precycling Reducing waste Reusing materials	1. Investigate the concept of "Precycling" (planning purchases by determining the amount of trash that will be created from using the product and buying the item in a form to create the smallest impact on the environment) by considering the amount of trash created when the following occur: Drinks are purchased in drink boxes. Oatmeal is purchased in individual serving packets. Cologne is purchased inside a box wrapped in cellophane. 2. Explore the concept of "biodegradable" (able to be broken down and disposed of by nature) by conducting a biodegradability experiment. Fill an old flower pot with soil (not potting soil-it has been sterilized and will not work) and "plant" pieces of materials (paper, cardboard, disposable diaper material, plastic, polystyrene, aluminum can, etc.) partially down into the soil. Set the flower pot outside where it will be exposed to weather but safe from tampering. Check on the experiment every few days (you might want to make photographs to document the outcomes). Discuss the implications of non-biodegradable items. Where do they end up? Why are they a problem? What can be done about it? 3. Identify recycling stations in your area by locating them on a local map. Make a chart showing materials that are accepted at each station. Invite someone from a recycling company to speak to your class about how recycling works and what we can do to help.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 003.00 Analyze ways to manage the living environment.

OBJECTIVE: 003.03 Identify ways to conserve resources.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Resource Conservation Precycling Reducing waste Reusing materials	4. Brainstorm a list of ways to reuse materials that are not recyclable. Make a classroom display of items that can be reused (title could be "Another Lifetime"). Examples: Egg cartons as desk drawer organizers, can lid wind chimes, milk carton bird feeder, milk jug catcher's mitts, storage organizers, etc. 5. Organize recycling for your school, as an FHA/CECNC service project. For more information order the Environmental Protection Agency (EPA) publications listed under RESOURCES. 6. Consider ways to conserve resources through voluntary simplicity. Make a list of simple, ordinary things that you can to conserve resources. [Note. For information and extended activities on voluntary simplicity, use Voluntary Simplicity: Lifestyle Option, by Ruth Pestle.]

RESOURCES:

Today's Teen, 168-172; You: Living, Learning & Caring, 158-165, 171; Young Living, 205-209

Environmental Protection Agency: The RCRA Information Center (OS-305), U.S. EPA, 401 M Street SW, Washington, DC 20460. [Curriculum (EPA/530-SW-90-005), How-to Hand-book (EPA/SW-90-023), Comic Book (EPA/530-SW-90-024), Poster (EPA/530-SW-90-010)]

Recycling in the Environment. (transparencies, reproducibles & teaching guide), St. Louis: Milliken Publishing Company, 1991.

Voluntary Simplicity: Lifestyle Option, Ruth Pestle (Stock No. A261-08460) Home Economics Education Association, P.O. Box 603, Gainesville, VA 22065

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 004.00 Examine careers in management, consumer, housing and interior design.

OBJECTIVE: 004.01 Consider the major occupational opportunities and requirements of management, consumer and housing careers.

TIME: 3 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Career opportunities Entry level Skilled level Advanced level	1. Identify entry level, skilled level and advanced level jobs in each of the careers listed below: Financial planner Insurance agent Tax consultant Personal shopper Consumer representative/advocate Home and institutional manager Architect Drafter Interior designer Real estate agent Upholsterer and refinisher Contractor and developer Housing maintenance worker 2. Listen to a consumer education representative from the local utility company share about energy and homes as well as career information. 3. Brainstorm to develop a list of potential places of employment in business, banking and financial institutions, education and entrepreneurship. 4. Develop a list of questions to use while interviewing someone with a career in this field. Conduct an interview. Discuss the interview findings in class. [Note. The remaining activities for this objective are Learning Centers. Set up enough centers to accomodate the size and interests of your specific classes.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 004.00 Examine careers in management, consumer, housing and interior design.

OBJECTIVE: 004.01 Consider the major occupational opportunities and requirements of management, consumer and housing careers.

TIME: 3 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Career opportunities Entry level Skilled level Advanced level Job Tasks Management Consumer Housing	5. Learning Center-Banking: Using materials from a local bank research and practice writing checks and reconciling monthly statements. 6. Learning Center-Consumer Education: Using information gathered from the local utility company, develop a brochure or presentation about energy conservation. 7. Learning Center-Architecture: Using tools of the trade (T-square, templates, mechanical pencil, graph paper or interior design software) and specifications issued by the teacher, draw a house plan. 8. Learning Center-Drafting: In a center decorated by actual trade drawings (machine parts, automobiles, etc.) use the tools of the trade (as mentioned in #7) to draft a drawing of a simple object. 9. Learning Center-Interior design: Using a Stanley "Project Planners-Home Designer" kit or materials developed by the teacher, practice arranging furniture in a room. After completing placement of furniture and accessories on the kit, trace your plan onto tracing paper. [Note. A list of guidelines should be provided (including-4 feet wide path for main traffic patterns, cautions against blocking doors, leaving room to pull chairs out and sit down, etc.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 004.00 Examine careers in management, consumer, housing and interior design.

OBJECTIVE: 004.01 Consider the major occupational opportunities and requirements of management, consumer and housing careers.

TIME: 3 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Career opportunities Entry level Skilled level Advanced level Job Tasks Management Consumer Housing	10. Learning Center-Real estate: Using the real estate section of the local Sunday paper (or real estate brochures) and information about a particular family (i.e. income, number of people in family, interests, hobbies, etc.) provided by the teacher, select a home for the family and write a paragraph telling why the home is right for that family. Write the things you would tell the family to "sell" them on that particular home. 11. Learning Center-Upholstering & refinishing: Complete a decorative padded storage box using a cheese box or similar container. Use cloth scraps and batting to cover the lid using a staple gun and pulling the fabric tight as an upholsteror would cover a piece of furniture. The bottom of the box could be cleaned/stripped, stained and protected with varnish. [Note. Teacher demonstration idea-recover the seat of a chair or vanity stool. Glue any separated joints. Tighten screws. Refinish the wood or use scratch cover.]

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 004.00 Examine careers in management, consumer, housing and interior design.

OBJECTIVE: 004.01 Consider the major occupational opportunities and requirements of management, consumer and housing careers.

TIME: 3 Hours

OUTLINE	STRATEGIES/ACTIVITIES
Career opportunities Entry level Skilled level Advanced level Job Tasks Management Consumer Housing	12. Learning Center-Contracting & developing: Using a drawing of a section of land with topographical information such as location of creeks, trees, etc.; create a plan for a subdivision. Divide lots/tracts and draw in roads; give the subdivision a name and create the design for an attractive sign for the entrance. [Note. Decorate this learning center with maps of local subdivisions (available from local realty offices).] 13. Learning Center-Housing maintenance: Imagine that you are starting a home maintenance/cleaning service and need to advertise your business. Create a brochure (telling what services you offer and how much you charge) and professional business cards.

RESOURCES:

Teen Living, 420; Today's Teen, 131, 164, 204; You: Living, Learning & Caring, 339-343; Young Living, 218-223

Occupational Outlook Quarterly (ISSN 0199-4786) US Department of Labor, Bureau of Labor Statistics. [Subscription $8.00 for 1 year. Available from New Orders, Superintendent of Documents PO Box 371954, Pittsburgh, PA 15250-7954.]

Career Compass. Computer Software. Meridian Education Corporation,1992.

The Interior Design Simulator. Computer Software. Orange Juice Software Systems.

COURSE: Exploring Life Skills **UNIT:** Resource Management

COMPETENCY: 004.00 Examine careers in management, consumer, housing and interior design.

OBJECTIVE: 004.02 Prepare a tentative career plan for a career in management, consumer or housing occupations.

TIME: 1 H OUR

OUTLINE	STRATEGIES/ACTIVITIES
Career opportunities Financial planner Insurance agent Tax consultant Personal shopper Consumer representative Consumer advocate Home/institutional manager Architect Drafter Interior designer Real estate agent Upholsterer/refinisher Contractor/developer Housing maintenance worker	1. Create a career plan portfolio. Begin by collecting data related to a career from the management, consumer and housing field. Your data should include the following: Duties Working conditions Working environment Skills needed Education required Schedule (shift, hours, weekend/weekdays, etc.) Salary Benefits 2. Record your thoughts about the career you have researched. Does it relate to your interests? What do you like about the career? What do you dislike? [Note. Remind students that career decisions they make today are not final. However, researching careers will help them to plan for the future by highlighting volunteer activities and part-time jobs that will allow them an inside view of the career they are thinking about. Students will also have insight into which courses to take as they move into high school.]

RESOURCES:
Today's Teen, 57-64; You: Living, Learning & Caring, 323-337

Unit B. Nutrition & Wellness

Rationale: "Young adolescents must be healthy in order to learn." (TURNING POINTS, pp. 60-61) Therefore it is essential that home economics at the middle school level provide the opportunity for early adolescents to acquire knowledge and practice skills that insure healthful living. As students reach middle school they begin making decisions about what to eat and how to maintain desired weight. They are also making critical choices related to destructive behaviors such as smoking and alcohol/drug abuse. Healthy habits that are initiated in early adolescence are the best way to establish a healthy adult lifestyle.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 005.00 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.01 Describe positive and negative influences on mental, physical, and emotional wellness.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Influences on Wellness Positive influences Adequate sleep Proper exercise Good nutrition Negative influences Inactivity Poor nutrition Empty calories Eating disorders Anorexia Bulimia Fad Diets	1. Work in pairs to write a definition of the term "WELLNESS." Compare the various definitions by writing each pair's idea on the board/overhead. Think of wellness as "the state of mental, physical, emotional and spiritual health." 2. Work with a partner again to list positive and negative influences on wellness. Find and clip a picture from a magazine illustrating an example of positive or negative influences on wellness. Mount each picture on a piece of construction paper. [Note. Collect all the pictures and ask the entire class to decide if the picture is illustrating a positive or negative influence on wellness by holding their thumb up or down as you hold up the pictures.] 3. Discuss how nutritious food can contribute to wellness. Explain that food can also hurt wellness such as poor food choices of foods high in empty calories, fad diets, and more serious food disorders such as anorexia nervosa and bulimia. 4. Work in small groups to develop signs for the road to wellness. For example, "Stop skipping meals," "Caution: Sleep required." Display the signs on a bulletin board titled, "Signs of Wellness."

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY:	005.00	Predict the relationship of good food choices to a healthy lifestyle.
OBJECTIVE:	005.01	Describe positive and negative influences on mental, physical, and emotional wellness.
TIME:	2 HOURS	

OUTLINE	STRATEGIES/ACTIVITIES
Influences on Wellness Positive influences Adequate sleep Proper exercise Good nutrition Negative influences Inactivity Poor nutrition Empty calories Eating disorders Anorexia Bulimia Fad Diets	5. Develop public service announcements about the positive and negative influences on wellness for a local radio station. 6. Teach other students in your school about nutrition, fitness, and self-awareness using the Student Body Handbook as a FHA chapter project. 7. Create a bulletin board summarizing influences on wellness. [Note. This could be an FHA/CECNC service activity if posted in the cafeteria or hallway.] 8. Keep track of your food intake for 3 days. [Note. Provide food intake logs for students to use as they record the foods they eat. They will use this in activity #1 Objective 005.05.]

RESOURCES

Teen Living, 44-66, 273-274; Today's Teen, 332-340; You: Living Learning & Caring, 113-118; Young Living, 357-360

Food News for Consumers. US Department of Agriculture (Subscription $5.00/year mail to New Orders, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954)

Student Body Handbook (PB8), Future Homemakers of America, Inc., Lock Box Operations, P.O. Box 1400, Falls Church, VA (703)476-4900, FAX (703)860-2713

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 005.00 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.02 Describe how appearance is affected by diet and exercise.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Effect of Diet & Exercise Skin Hair Teeth Weight	1. Listen to a fitness trainer to speak to the class about how diet and exercise can positively affect one's appearance. [Note. Screen prospective speakers to make sure they relate the information to early adolescents and they believe in a healthy diet/not fads or gimmick programs.] 2. Use pictures clipped from magazines to illustrate a poster that relates the effect of diet and exercise on appearance. [Note. These posters could be displayed on a bulletin board in the classroom or in the hall.] 3. Work with the physical education department or a local fitness teacher to sponsor an after school aerobics class. It could be scheduled for the winter months when we are generally not as active. Invite students, staff, community, etc. [Note. This could be an FHA/CECNC activitity.]

RESOURCES:
Teen Living,45-46
Today's Teen, 363-370
You: Living, Learning & Caring, 191-194
Young Living, 253-258, 264-267

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 00.500 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.03 Identify the essential nutrients and their functions in promoting good health.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Nutrients Proteins Carbohydrates Vitamins Minerals Fats Water	1. Define the term nutrient and identify the six nutrients found in foods. 2. Work in one of six groups (each group will be assigned a different nutrient). Research nutrients and devise ways to advertise their functions (a riddle, rap, song or poem). For example, "I am Calcium...found in milk...I build strong bones and teeth...growing children need a lot of me," etc. Share your advertisement and listen as other groups present. 3. Clip magazine pictures of a food that is a source of the nutrient you researched. Glue onto paper plates for class display.

RESOURCES:

Smart Moves. Dairy and Food Nutrition Council of the Southeast, Inc. North Carolina Division (2300 W. Meadowview Rd., Greensboro, NC 27407-3711 1-800-768-6455 or 919-294-4005.

US Department of Agriculture, Human Nutrition Information Service, 6505 Belcrest Road, Hyattsville, MD 20782.

Teen Living, 254-261
Today's Teen, 342-352
You: Living, Learning & Caring, 183-185
Young Living, 240-249

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 005.00 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.04 Relate the Food Guide Pyramid to the essential nutrients.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Food Guide Pyramid Bread, cereal, rice, and pasta group Fruit group Vegetable group Milk, yogurt, and cheese group Meat, poultry, fish, dry beans, eggs, and nuts Fats, oils, sweets group	1. Draw the Food Guide Pyramid. Label spaces with food groups and recommended daily servings. 2. Identify the groups within the Food Guide Pyramid; pointing out the foods represented in each group, the serving sizes and recommended number of servings per day. 3. Designate each table in the classroom as one of the Food Guide Pyramid Groups. Take picture from activity # 3 Objective 005.03 and move to the appropriate Food Guide Pyramid Group. Justify choices as you go around the classroom identifying foods that belong in each group, telling which nutrients are present in each food pictured. 4. Explain the purpose of the guidelines. 5. Contrast the Food Guide Pyramid with the Basic Four Food Groups. Identify health concerns addressed by the Food Guide Pyramid.

RESOURCES:

The Food Guide Pyramid booklet (Home and Garden Bulletin No. 252) $1.00 Superintendent of Documents, Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

The Food Guide Pyramid...Beyond the Basic 4 $.50 Food Marketing Institute, 800 Connecticut Ave., NW, Washington, DC 20006-2701.

Food Guide Pyramid: A Guide to Daily Food Choices (leaflet # 572, poster #1503) Free, USDA/HNIS, 6505 Belcrest Road, Room 328-A, Hyattsville, Maryland 20782.

"Lost in the Food Pyramid," (a play) Choices, Scholastic, September, 1992.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 005.00 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.05 Determine meals and snacks that meet the Food Guide Pyramid requirements for good health.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Meal Planning Nutritional guidelines Role of snack	1. Using the Food Guide Pyramid, evaluate your food intake as recorded since activity #7 in Objective 005.01. 2. Examine nutritional guidelines for meal planning. 3. Develop guidelines for good snacks. Examine purchased/ready packaged snacks for nutritional content. Separate into 2 groups: those which meet class guidelines and those which do not. 4. Contribute snack ideas to be placed in a "Class Collection" of healthy snacks. Make copies of the booklet for everyone in the class. 5. Using the Food Guide Pyramid, plan meals and snacks to meet your own dietary needs. [Note. Provide a check list for self evaluation of the assignment before it is turned in.]

RESOURCES:

Teen Living, 269-275, 278-282, 360-369; Today's Teen, 382-388, 435-436, 445-446, 455-456, 469-471; You: Living, Learning & Caring, 198-201; Young Living, 259-263, 289-293

The Food Guide Pyramid booklet (Home and Garden Bulletin No. 252) $1.00 Superintendent of Documents, Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

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COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 005.00 Predict the relationship of good food choices to a healthy lifestyle.

OBJECTIVE: 005.06 Describe the influences of advertising on food selection.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Food Advertising Media T.V. Radio Magazines Newspapers Billboards Peer Pressure	1. Record food commercials. Make note of the time of day and program during which each commercial ran. View tape in class. Discuss whom the ad is aiming to influence. Think about what type of program from which the ad came. List specific techniques used in the ad. How does the food advertised relate to the dietary guidelines discussed earlier? [Note. The discussion may also include other forms of food advertising such as radio announcements, bill boards, magazine and newspaper ads, etc.] 2. Evaluate ads in magazines and newspapers to determine to whom they are designed to appeal. 3. Identify snacks advertised for young kids and determine if they are nutritious. 4. Display generic, house brand and national brand packages of a food product. Select one to taste based on package. In blind taste test, sample product. Reveal brand names. Discuss how advertising influenced first choice.

RESOURCES:

You Living, Learning & Caring, 132-133
Young Living, 234, 295

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.01 Communicate safe and sanitary practices to use when preparing food.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Safety Sanitation	1. Listen to the school nurse, cafeteria manager or a Health Department representative discuss sanitation in restaurants. Their discussion will include: -how epidemics have occurred because of food borne illness (i.e. Typhoid Mary) -sanitation grading in restaurants (what inspectors look for, how the grading system works) -hand washing techniques *Use soap and running water *Rub your hands vigorously *Wash all surfaces, including: backs of hands/wrists between fingers under fingernails *Rinse well *Dry hands with a paper towel *Turn off the water using a paper towel instead of bare hands *Wash hands after using the restroom as well as after touching your nose, hair, face, etc. 2. Practice hand wasning by working in pairs and timing one another. Create a mini-poster that will teach fellow students to be clean in the kitchen. [Note. Have a contest and reward the winners. Laminate the best posters and place in the foods lab as well as other places around the school. Hand washing posters could even be placed in restrooms.]

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.01 Communicate safe and sanitary practices to use when preparing food.

TIME: 1 Hour

OUTLINE	STRATEGIES/ACTIVITIES
	3. Demonstrate kitchen safety guidelines.
Food Preparation Safety Sanitation	Note. Involve students to help role play the correct way to use equipment and appliances. For example, how to use a knife, a small appliance, etc.]
	4. Discuss kitchen emergencies that might require first aid.
	5. Brainstorm and list safety rules for the foods lab.
	6. Divide into 4 small groups. While 2 groups wait in hall, 2 others set up safety hazards in classroom kitchens. 2 groups in hall return to correct hazards. Switch roles.

RESOURCES:

Teen Living, 308-313; Today's Teen, 429-432; You: Living, Learning & Caring, 231-235; Young Living, 303-311

Kitchen Safety & Sanitation. (video) Meridian Education Corp. 236 E. Front St., Bloomington, IL 61701

Safety in the Kitchen. (video) Franklin Clay Films, PO Box 2213 Costa Mesa, CA 92628.

Food Preparation License Kit. Ross Creations, PO Box 19276, Austin, TX 78760

Food Preparation Review Games. Ross Creations, PO Box 19276, Austin, TX 78760

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.02 Illustrate use and care of kitchen equipment and appliances.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Equipment Appliances	1. Work in teams with a list of kitchen utensil and equipment go on a scavenger hunt in the foods lab to locate each item, demonstrate the uses for each item. Explain how to clean and store each one. The list could include: Liquid measuring cup Dry measuring cups Narrow metal spatula Mixing bowls Sifter Wooden spoon Pastry blender Rolling pin Plastic spatula Peeler Wide metal spatula Colander Slotted spoon Cooling rack Measuring spoons Sauce pan Skillet Pot Cake Pan Pie pan Cookie sheet Muffin pan Pizza pan Roasting pan

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.02 Illustrate use and care of kitchen equipment and appliances.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Equipment Appliances	2. Play show and tell by selecting a piece of equipment and telling the name and function of each one. [Note. Place several pieces of equipment on a tray. Pass the tray around the room, then put it out of sight. Ask students to list the equipment that they have just seen. Give a prize for the group that lists the equipment correctly.] 3. Pantomime a simple recipe to show how to use the different pieces of equipment. 4. Play a game to review the names and functions of various kitchen equipment items.

RESOURCES:

Teen Living, 314-318; Today's Teen, 402-412; You: Living, Learning & Caring, 226-230
Young Living, 283-288

"Kitchen Tools & Gadgets Card Game," NASCO

Food Preparation License Kit, Ross Creations, PO Box 19276, Austin, TX 78760

Food Preparation Review Games, Ross Creations, PO Box 19276, Austin, TX 78760

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.03 Use accurate measuring techniques.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Measuring techniques Dry Liquid Moist	1. Prepare 2 batches of the same recipe-once without a recipe and then again with a recipe. Compare the fnished products. Discuss the importance of accurate measurements and complete directions. [Note. Select a simple recipe like peanut butter delight candy or buttermilk biscuits. Rewrite the recipe in gibberish by substituting exact measurements with approximate amounts-a dab, a handful, a gob, etc. Replace conventional cooking terms with your own-marsk until blended, squiggle the shortening into the flour, etc. Ask several students to assist with demonstration. First prepare rewritten recipe. Then, prepare as originally written. If you use the biscuit recipe, read This and That Bread (a children's book by Joan Ellis) while the bread is baking. The story tells about a rabbit and turtle making bread without a recipe. The yeild is a humorous outcome.] 2. Rotate through measuring stations to practice measuring liquid, dry and moist ingredients such as water, sugar, flour, brown sugar. [Note. Train a student to manage each station (demonstrating proper techniques and supervising other students' practice).]

RESOURCES:

Teen Living, 322-324; Today's Teen, 415-421; You: Living, Learning & Caring, 240-243; Young Living, 278-282

"Measure Up" (Game), NASCO

Kitchen Math by Susan Brendel (copy masters), J. Weston Walch, Publisher, PO Box 658, Portland, Maine 04104-0658, 1-800-207-772-3105

Measuring Centers, Ross Creations, PO Box 19276, Austin, TX 78760.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.04 Define cooking terms found in recipes to be used in food preparation activities.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Cooking terms Bake Beat Blend Boil Braise Brown Broil Chill Chop Combine Cook Cream Deep-fry Grate Mince Peel Preheat Roast Saute Scald Shred Simmer Steam Stew Stir Toss Whip	1. Use texts and activity sheets to complete a matching activity with the definitions of cooking terms. [Note. When going over the correct answers, use actual tools to act out the definition.] 2. Divide into small groups. In each group, Underline the cooking terms in a recipe supplied by the teacher. In front of class, have a narrator read recipe aloud without saying the underlined terms. Other group members should pantomime actions of terms at appropriate times in reading. 3. Make a set of flash cards. Use cards to play "Concentration."

RESOURCES:

Teen Living, 331-333; Today's Teen, 418; You: Living, Learning & Caring, 244-247; Young Living, 274-277.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.05 Use written and oral directions for preparation of foods.

TIME: 3 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Food preparation Reading/following directions	1. Carry out simple lab activities that will reinforce previous competencies. Use self-check rating sheets to evaluate your performance as well as your group's performance. [Note. Assign job titles to each student and have them rotate for each new lab. Ideas for labs could include English muffin pizzas, Rice Krispies treats, or Cookies.] 2. Plan a meal to be served to the school's busdrivers (or some other group). Match the following job titles to the tasks in preparing the meal. Manager Waiters/Waitresses Head Waiter Host/Hostess Buspersons Dishwashers Cooks [Note. As an FHA/CECNC service project, have students bake nutritious bar cookies to serve other students during the break on test (C.A.T., etc.) day. Cookies could be packaged and sent to each class with an attached mini-poster encouraging the students to eat and rest well before big tests.]

RESOURCES:

Teen Living, 319-321, 331-356; Today's Teen, 415; You: Living, Learning & Caring, 236-239, 249-254; Young Living, 271-274,319-347.

Food Preparation License Kit Ross Creations, PO Box 19276, Austin, TX 78760.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.06 Carry out a realistic work/time schedule through food preparation activities.

TIME: 3 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Time schedules Clustering Dovetailing Overlapping Syncronizing	1. Plan a lab using a time schedule making sure that you share responsibilities and use time management techniques. Your time schedule work sheet will have spaces to list the time the class begins and ends, and enough spaces for you to record the tasks of each group member during the lab. [Note. Review time management (objective 001.06) stressing the importance of team work and avoiding time bandits. Discuss other time management techniques.]

RESOURCES:

Teen Living, 328-331
Today's Teen, 424-429,440-441, 448-453, 461-467, 473-481
You: Living, Learning & Caring, 255-261
Young Living, 312-317

Food Preparation Review Games, Ross Creations, PO Box 19276, Austin, TX 78760

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 006.00 Prepare nutritious foods.

OBJECTIVE: 006.07 Demonstrate accepted table etiquette practices.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Food Preparation Table etiquette	1. Sit around one table with classmates. Using a menu, set your individual place (place mat, napkin, plate, utensils and glass). [Note. Show students the correct way and explain basic table setting rules. Then ask students to change their setting so that it is correct. Ask students to pretend they are eating the meal from their menu. Show the basics such as placing napkin in lap, buttering bread, cutting meat, eating vegetables with a fork, dipping soup, etc. Ask students to follow you (a variation of "Simon Says")] 2. Play the game "Million Dollar Manners."

RESOURCES:

Teen Living, 370-380
Today's Teen, 483-496
You: Living, Learning & Caring, 213-221
Young Living, 348-353

Social Savvy-a teenager's guide to feeling confident in any situation. Judith Re. New York: Fireside, 1991.
"Million Dollar Manners," (card game) NASCO

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 007.00 Investigate resources necessary for managing nutritional needs of a family and/or individual.

OBJECTIVE: 007.01 Outline factors affecting the cost of food.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Management of Nutritional Needs Food costs Shortage Season Shipping Packaging Processing Fresh Frozen Canned Brands Store Name	1. Define terms related to food costs. 2. Visit a grocery store to research prices. [Note. Create an activity sheet that students take to the grocery store. Include items related to bulk vs. individually packaged, Brand Name vs Store Brand, Processed vs. Unprocessed, Fresh vs. Frozen/Canned, etc.] 3. On an index card, write a situation that would affect food costs. Compile a class deck. Draw a card and read aloud to class. With thumbs up (increase) or thumbs down (decrease), class should indicate how situation would affect food costs.

RESOURCES:
Teen Living, 281-282
You: Living, Learning & Caring, 203

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 007.00 Investigate resources necessary for managing nutritional needs of a family and/or individual.

OBJECTIVE: 007.02 Select management strategies for shopping and meal management.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Management of Nutritional Needs Shopping Meal Management	1. Review the management techniques (objective 001.02) highlighting scheduling. 2. Prepare a list of ingredients needed for an upcoming lab or demonstration. 3. Work in small groups to research shopping hints for various types of foods. Make a poster listing facts. Share your group's poster with the rest of the class; then display on a bulletin board. 4. Practice making a week's menu for family dinners. Using recipe books to identify needed ingredients, create grocery lists for items needed to serve those meals. 5. Play the game: "Grocery Cart." 6. Use the software program "Advertising: How It Affects You" to explore ways advertising can influence your purchases.

RESOURCES:

Teen Living, 282-287, 290, 292-300, 301
Today's Teen, 388-389, 392-400, 436-440, 446-447, 457-461, 471-473
You: Living, Learning & Caring, 202-207, 208-211
Young Living, 295-299
Grocery Cart, Game, Creative Teaching Associates, PO Box 7766, Fresno, CA 93747
Advertising: How It Affects You, Software, Microcomputer Educational Programs, 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, Michigan 49007. 1-800-421-4157.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 007.00 Investigate resources necessary for managing nutritional needs of a family and/or individual.

OBJECTIVE: 007.03 Use labeling/product information in making nutritious food choices.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Management of Nutritional Needs Labeling Product information	1. Participate in a product information scavenger hunt using food labels. [Note. Devise a scavenger hunt by allowing students to search package labels and other product information on products you provide: canned beans, packaged cereal, or packaged cookies. Select one item that has health claims: Fat Free, Low in sugar, Natural source of fiber, etc. Sample questions: 1. Which of the items is healthy? Explain your answer. 2. How many servings are in the can of beans? 3. Of the three items, which has the most iron per serving? 4. How many ingredients are in the cookies? 5. How much is a serving of cereal? 6. Your friend is a diabetic and has to closely monitor his food choices. Which of the items has information that would help him?

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 007.00 Investigate resources necessary for managing nutritional needs of a family and/or individual.

OBJECTIVE: 007.03 Use labeling/product information in making nutritious food choices.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Management of Nutritional Needs Labeling Product information	2. Discuss how consumers were not always privileged with so much information about food products; but health and consumer groups have pushed for laws concerning these issues. Legislation effective May 1994 requires food companies to provide information on all packaged foods showing calories, total fat, saturated fat, cholesterol, sodium, carbohydrates, and protein. The information will also be presented in the context of a recommended daily diet of 2,000 calories and 65 grams of fat. Serving sized will be uniform. Labeling rules will not apply to restaurants, but if they claim a food is "low fat" they must make sure it complies with the government's definition. The Food and Drug Administration will provide extensive education to help people use the labels in order to better control their diets as a safeguard against chronic diseases. 3. Define commonly used labeling terms: **Free:** Less than five calories; less than 0.5 grams of sugar; less than 5 milligrams of fat; less than 2 milligrams of cholesterol and 2 grams of saturated fat per serving. **Low:** Less than 140 milligrams of sodium; less than 40 calories; 3 grams of less of fat per serving size. **High:** Benefits the consumer by providing more than 20 percent of the amount recommended for daily eating, as in high-fiber. **Source of:** Beneficial because it provides 10 percent to 19 percent of the amount of the nutrient recommended to be eaten each day.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 007.00 Investigate resources necessary for managing nutritional needs of a family and/or individual.

OBJECTIVE: 007.03 Use labeling/product information in making nutritious food choices.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Management of Nutritional Needs Labeling Product information	Nutritional labeling-commonly used terms (cont.) **Reduced, or Less:** Both mean at least 25 percent less than the original product in sodium, calories, fat, saturated fat, or have one third less calories. **Light:** If product has more than 50 percent calories from fat, light means at least a 50 percent reduction in fat. If it has less than 50 percent calories from fat, product can be either 50 percent reduced in fat or have one third less calories. **Light in Sodium:** Reduces sodium of original product by 50 percent.

RESOURCES:

Teen Living, 288

Today's Teen, 437, 396-397

You: Living, Learning & Caring, 206-207

Young Living, 297

"The New Food Label," FDA Backgrounder (December 10, 1992),Food and Drug Administration (Southeast Region) FDA (HFR-SE145), 60-8th St. N.E., Atlanta, GA 30309 Contact: Barbara Ward-Groves or Ruth Feeley (404) 347-7355.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 008.00 Examine careers in the foods, nutrition and wellness industry.

OBJECTIVE: 008.01 Consider career opportunities and requirements in the foods, nutrition, and wellness industry.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Foods, Nutrition & Wellness Career opportunities Entry level Skilled level Advanced level Employment Opportunities Training required Job Tasks	1. Brainstorm to list career opportunities in nutrition and wellness areas. Be sure to include: Food production (Chef, cook, etc.) Food service (Host/hostess, server, bus person) Management Dietetics Research Product development Nutrition counseling Food Stylist Education 2. Research a job in one of the areas listed to find out basic information such as: job duties, education/training needed, job outlook, job conditions, salary/benefits, etc. [Note. Create a bulletin board with pots and pans of various sizes and shapes. Label the pots and pans with these titles (employment opportunities): catering, hospitality (hotel/motel), restaurant, residential food services, health care, entrepreneurship. As each student shares about the job he/she has researched, they should refer to the bulletin board and tell which pot/pan(s) the job they researched belongs in and post it there for others to see later.] 3. Carry out a restaurant simulation by assuming one of the jobs listed below. Role play the situation by having the customers enter the classroom as if entering a restaurant. Other "employees" would perform their jobs as if in a restaurant.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 008.00 Examine careers in the foods, nutrition and wellness industry.

OBJECTIVE: 008.01 Consider career opportunities and requirements in the foods, nutrition, and wellness industry.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Foods, Nutrition & Wellness Career opportunities Entry level Skilled level Advanced level Employment Opportunities Training required Job Tasks	Restaurant simulation (cont.) [Note. Use a menu (special for the day could be a peanut butter and jelly sandwich). Student jobs assigned might include: Manager, Waiters/Waitresses, Head waiter, Host/Hostess, Bus-persons, Dishwashers, Cooks, Customers, etc.] 4. Evaluate the "restaurant" and the performance of the workers by answering questions such as the following. Did the Host/Hostess greet the customers with a smile? Was the manager an effective leader? Were the tables set properly? Was the waiter/waitress polite?

RESOURCES:

Today's Teen, 361, 422, 442, 497; You: Living, Learning & Caring, 338-339; Young Living, 361-367.

North Carolina Health Careers '92 (for your copy write) North Carolina Area Health Education Centers Program, Campus Box 7165, Wing C, School of Medicine, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7165.

Occupational Outlook Handbook & Dictionary of Occupational Titles (also available in computer software)

Occupational Outlook Quarterly (ISSN 0199-4786) US Department of Labor, Bureau of Labor Statistics. [Subscription $8.00 for 1 year. Available from New Orders, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954.]

Career Compass. Computer Software. Meridian Education Corporation, 1992.

COURSE: Exploring Life Skills **UNIT:** Nutrition & Wellness

COMPETENCY: 008.00 Examine careers in the foods, nutrition and wellness industry.

OBJECTIVE: 008.02 Prepare a tentative career plan for a foods, nutrition or wellness occupation.

TIME: 0 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Foods, Nutrition & Wellness Food production Food service Management Dietetics Research Product development Nutrition counseling Food Stylist Education	1. Place the data gathered in activity #2, objective 008.01 in your career plan portfolio. Your data should include the following: Duties Working conditions Skills needed Education required Schedule (shift, hours, weekend/weekdays, etc.) Salary Benefits 2. Record your thoughts about the career you have researched. Does it relate to your interests? What do you like about the career? What do you dislike? [Note. Remember that students will complete one tentative career plan from any unit of this course. The time (one class period) was allotted in unit A.]

RESOURCES:

Today's Teen, 361, 422, 442, 497; You: Living, Learning & Caring, 338-339; Young Living, 361-367.

North Carolina Health Careers '92 (for your copy write) North Carolina Area Health Education Centers Program, Campus Box 7165, Wing C, School of Medicine, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7165.

Occupational Outlook Handbook & Dictionary of Occupational Titles (also available in computer software)

Occupational Outlook Quarterly (ISSN 0199-4786) US Department of Labor, Bureau of Labor Statistics. [Subscription $8.00 for 1 year. Available from New Orders, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954.]

Career Compass. Computer Software. Meridian Education Corporation, 1992.

Unit C: Personal & Social Responsibility

Rationale: In order to help students develop personal living skills and prepare to live and work in a changing world, Exploring Life Skills must offer early adolescents the opportunity to evaluate their responsibilities to themselves, to their families and friends, and to their communities. It is an important time for students to learn about forming relationships and commitments, to explore self-identity, to gain social skills, and to understand the consequences of their decisions and actions. Understanding and accepting sexual responsibility is an important concept as early adolescence is a time where students must make critical life choices. It is a time when early adolescents need factual information about their development as well as skills which will enable them to postpone sexual involvement. It will be crucial for teachers in this unit to involve parents, the community, and other educators (from programs such as Healthful Living) and professionals in an interdisciplinary approach.

As students learn about themselves and their families, it is also important for students to understand basic child development principles. Because early adolescents often care for younger children, it is essential they explore caregiving techniques and safety guidelines. Careers in this area need to be introduced as the need for family and child care services has increased in our society.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 009.00 Determine ways to account for oneself and act responsibly toward others (peers, family and society).

OBJECTIVE: 009.01 Consider ways to demonstrate personal responsibility.

TIME: 2 HOURS

OUTLINE	**STRATEGIES/ACTIVITIES**
Personal Responsibility Health Safety Appearance Education Citizenship Chores Sexual responsibility Decisions Consequences Self Family Society	1. Work in pairs to define the term "responsible." [Note. Write various definitions on the board/overhead. Answers might include: being accountable for one's actions, able to answer for one's conduct, etc..] 2. Discuss what "responsibility" means. Develop a class definition such as: something one is expected/trusted to do, or being reliable or trustworthy. 3. List ways you can act responsibly toward your peers, family and society. 4. Discuss how irresponsible sexual behavior affects you, your peers, your family and society. 5. Calculate the costs of teen pregnancy to family and state. 6. Calculate the costs of care for AIDS victims. 7. Write a short essay on the topic, "Ways I Will Account for Myself and Act Responsibly Toward Others." Proofread your work carefully, then enter the essay in an essay contest sponsored by your Exploring Life Skills Teacher.

RESOURCES:

Teen Living, 89.

Guide to Positive HIV/AIDS Education, American Institute for Teen AIDS Prevention, PO Box 136116, Fort Worth, Texas 76136, (817)237-0230.

Project Taking Charge, American Home Economics Association, 1555 King Street, Alexandria, VA 22314

National AIDS Hotline: 1-800-342-AIDS (English); 1-800-344-SIDA (Spanish); 1-800-AIDS-TTY (TTD/TTY for deaf and hard of hearing)

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 009.00 Determine ways to account for oneself and act responsibly toward others (peers, family and society).

OBJECTIVE: 009.02 Determine responsible sexual practices.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Sexual responsibility	1. Write a paragraph explaining what "responsible sexual involvement" means to you. 2. Discuss main points of paragraphs. [Note. Some main points might include: being able to accept responsibility for one's behavior being mature enough to form commitments not being pressured by media or peers to make decisions before ready for sex respecting the values and beliefs of parents considering religious instruction facing the consequences of one's actions knowing the difference between sexuality and sex] 3. Review from Competency 001.03 factors that affect decisions (needs and wants, values, goals, standards and priorities) and the decision-making process. [Remind students that the decision-making process involves identifying alternatives.] Apply the decision-making process to the decision to become or not to become sexually active. 4. Work in pairs, to list the benefits of postponing sexual involvement for teens. [Note. Students' lists might include: no guilt; no premarital pregnancy; no risk of AIDS or other STDs; less strain on parental relationships; can maintain good reputation; better able to meet future goals-school, college, career; less complicated relationship with boy/girl friend. For additional information and extended activities, use Project Taking Charge.]

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 009.00 Determine ways to account for oneself and act responsibly toward others (peers, family and society).

OBJECTIVE: 009.02 Determine responsible sexual practices.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Sexual responsibility	5. Give examples from the media (TV, movies, advertising, music, MTV) of the messages regarding sexual involvement. Discuss the following questions: What is society's message to teens about sex? How does this affect your attitude about sex?" 6. In small groups, create a mini "soap opera" in which the teen star chooses to postpone sexual involvement. Write the script and act out the parts. Video short segments of the presentations. 7. Role-play situations where students say "no" to sex. Identify situations where girls and boys are pressured to have sex before they are ready. Use typical "lines" that are used such as : "Prove that you are a woman;" Prove that you are a man;" If you loved me you would;" "Everyone is doing it;" You are the only virgin in our class;' etc. Role-play responses to the pressures to have sex. 8. Listen as a guest speaker from the health care field talks about STDs (sexually transmitted diseases). 9. View video on STDs. [Note. Send a permission slip home to parents allowing their child to watch the video or hear the speaker in the preceding activities.]

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 009.00 Determine ways to account for oneself and act responsibly toward others (peers, family and society).

OBJECTIVE: 009.02 Determine responsible sexual practices.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Sexual responsibility	10. Create a symbol of the pledge you make to yourself to act responsibly and postpone sexual activity. The symbol could be a necklace, bracelet, plaque/poster, etc.

RESOURCES:

Teen Living, 89.

Project Taking Charge, American Home Economics Association, 1555 King Street, Alexandria, VA 22314

Guide to Positive HIV/AIDS Education, American Institute for Teen AIDS Prevention, PO Box 136116, Fort Worth, Texas 76136, (817) 237-0230.

National AIDS Clearinghouse, P.O. Box 6003, Rockville, MD 20850

National STD Hotline: 1-800-227-8922

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 010.00 Describe unique characteristics of self and others.

OBJECTIVE: 010.01 Describe developmental characteristics of early adolescents.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Personal Uniqueness Development Physical Emotional Social Intellectual	1. Take a True/False pre-test about the myths of adolescence. [Note. Develop a pre-test using information about developmental characteristics of early adolescents (Appendix B). Discuss the pretest. Correct the myths without putting students on the spot.] 2. Divide a piece of paper into three columns with 4 rows. Label the 3 columns: "Development," "Last 5 years," and "Next 5 years." Label the 4 rows under "Development:" "Physical," "Emotional," "Social," and "Intellectual." In the second column, list next to each type of development how you have changed in these areas in the past 5 years. In the third column, list next to each type of development how you hope to grow in the next 5 years. Share your ideas with the class. [Note. This is a good opportunity to reassure students that variations in rate of development are very normal. Close the class with an uplifting activity reassuring students that their uniqueness is an asset. For example, take the students on an imaginary journey. They must close their eyes as you ask the questions. What would the world be like if... the weather was always the same? there were no changes of season? every day was a school day?

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 010.00 Describe unique characteristics of self and others.

OBJECTIVE: 010.01 Describe developmental characteristics of early adolescents.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Personal Uniqueness Development Physical Emotional Social Intellectual	[Note. This is a good opportunity to reassure students that variations in rate of development are very normal. Close the class with an uplifting activity reassuring students that their uniqueness is an asset. For example, take the students on an imaginary journey. They must close their eyes as you ask the questions. What would the world be like if... the weather was always the same? there were no changes of season? every day was a school day? How would you feel if you left school today and... all of the parents picking up their kids drove the same kind and color of car? got off at the bus stop only to see that all of the houses were exactly the same? go home to the same supper you have had every night, forever? The differences between us make life interesting. Learning to accept ourselves, and others, as we are is indeed a life skill!] 4. Discuss the statement, "You are unique just like everyone else."

RESOURCES:
Teen Living, 9-13; You: Living, Learning & Caring, 19-20; Young Living, 19-22

C OURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 010.00 Describe unique characteristics of self and others.

OBJECTIVE: 010.02 Identify elements that contribute to a positive self-concept.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Personal Uniqueness Self-Concept Self-ideal Self-image Self-esteem	1. List the people (famous, historical, others you know) you admire most. Describe the characteristics of these admired people. How do you think these people would describe themselves? Why do you think they possess these characteristics? 2. Explain the elements of self-concept: *self-ideal: the person you would like to become *self-image: how you see yourself *self-esteem: how you feel about yourself 3. View videos from the Self-Esteem Curriculum Module and participate in accompanying activities. 4. Use information from "Next 5 Years" column in activity # 2, objective 010.01 to draw a "Self Map." Indicate on your map where you are now and where you'd like to be in terms of the 4 areas of development. Map could resemble road map, treasure map, flight plan, navigation chart, or constellation map.

RESOURCES:

Teen Living, 6-9; Today's Teen, 14-18; You: Living, Learning & Caring, 13-14; Young Living, 23-27.

Self-Esteem Curriculum Module Grades 5-9, Sunburst Communications, Inc., PO Box 40, Pleasantville, NY 10570, 1-800-431-1934.

Home Economics Education Publications: What Do You Like About Yourself??? Developing A Positive Self Concept (Stock No. A261-08456) and Developing A Positive Self-Concept: Part II (Stock No. A261-08478) Home Economics Education Association, P.O. Box 603, Gainesville, VA 22065 (703) 349-4676.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 010.00 Describe unique characteristics of self and others.

OBJECTIVE: 010.03 Identify personal uniqueness (personality traits, heredity, developmental characteristics, and self-concept).

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Personal Uniqueness Individualism Unique abilities Unique skills Unique talents	1. Define key terms: Personality Heredity Unique 2. Review the definition of self-concept. 3. List developmental characteristics of early adolescents. [Note. Refer to Appendix B Developmental Characteristics of Early Adolescents.] 4. Create a "Me" bag (lunch bag) decorated with magazine clippings that reflect your personality. Bring one or two small objects from home to place in your bags and share with the class about yourself. Listen as others share their "Me" bags. Discuss how we are unique. 5. Brainstorm personality traits: positive and negative. List responses in your notebook as they are listed on the board/overhead. Your list should include traits, such as: Responsible Hard working Sense of humor Kind Selfish Perceptive Self-centered Conceited, etc. Underline the characteristics you possess. Place a check by those you consider to be positive. Circle those that you would like to develop.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 010.00 Describe unique characteristics of self and others.

OBJECTIVE: 010.03 Identify personal uniqueness (personality traits, heredity, developmental characteristics, and self-concept.)

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Personal Uniqueness Individualism Unique abilities Unique skills Unique talents	7. Discuss ways to overcome negative personality traits. Think about how we can help our friends overcome their negative personality traits. [Note. During discussions connect strong, positive personality traits to leadership, citizenship and a more positive self-concept.]

RESOURCES:

Teen Living, 2-6
Today's Teen, 68-74
You: Living, Learning & Caring, 11-15
Young Living, 13-19

Feelings: Inside, Outside, Upside Down, (video), Sunburst Communications, 39 Washington Ave. PO Box 40 Pleasantville, NY 10570-9904. (800-431-1934)

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.01 Describe factors which influence relationships within families and groups.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Influencing factors Family/group structure Economic issues Support systems Education	1. Play the human knot game: Stand in a circle, reach across and grasp hands with two people, without releasing hands, undo the knot to form one big circle of people holding hands. Discuss how each action/move affected several people and how everyone had to work together. Did some people take charge and try to organize the effort? Was there tension between group members? Why? Explain that this is like our interpersonal relationships: we have to work together, we have to communicate, to react positively to authority figures, and do our part to work toward a common goal. 2. Listen as The Berenstain Bears and the Trouble with Grownups is read aloud. Discuss how parents' and children's views of each other affect their relationships. How would you portray your parents? How do you suppose your parents would portray you? [Note. Allow a few quick role plays.] 3. Hold a debate featuring one panel of students portraying children and one panel of students portraying parents. Topics for debate could include the following: curfews, telephone use, household chores, etc.

RESOURCES:

Teen Living ,77-86; Today's Teen, 68-74; You: Living, Learning & Caring, 24-28; Young Living, 77-86

The Berenstain Bears and the Trouble with Grownups, Stan & Jan Berenstain (New York: Random House, 1992).

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.02 Discuss roles and responsibilities of being a family member, friend and co-worker.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal Skills Membership roles Family Friend Student Responsibilities	1. From a classroom display of hats, identify to whom each belongs: surgeon, chef, firefighter, police person, football player, etc. Can one person possibly wear more that one of these hats? Discuss how one person could wear several, just as we each balance varying roles in our lives. Each role comes with its own responsibilities and rewards. Discuss the roles represented within the class (i.e. son/daughter, brother/sister, friend, grandson/granddaughter, student, club member, part-time employee: babysitter, grass cutter, car washer, trash toter, etc.). [Note. Review from Objective 009.02, the meaning of responsibility.] 2. Work in small groups to explore a teen role such as friend, student, son/daughter, mother/father, club member, employee, etc. Each group should discuss their "role" and prepare a chart that tells the duties and responsibilities of that role. The group also should list the benefits and rewards received in each role. Share charts with the class. Discuss how your role changes in different settings; you may be a leader in one situation and a follower in another.

RESOURCES:

Teen Living, 99-107
Today's Teen, 77-89
You: Living, Learning & Caring, 34-38
Young Living, 93-95

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.03 Illustrate social skills acceptable in the home, community and workplace.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Social Skills Acceptable behavior Respect Politeness/consideration of others	1. Brainstorm to list the benefits of using good etiquette in the home, community and workplace. 2. Role play social situations such as greeting someone, introducing people, talking on the telephone, and interviewing for a job. Discuss the actions from the role play situations. Identify positive and negative actions and make a list of suggestions for teens to follow. 3. Visit learning centers to practice social skills. [Note. The learning centers for this objective could include: *"Telephone Station" This center should include a handout summarizing telephone manners, 2 telephones, script cards for the incoming call and an checklist for evaluation of their responses. *"The Front Door" This center could be set up by a real door or an imaginary one and should include a handout summarizing the proper (and safe) way to greet someone at the front door, script cards describing situations and the visitor's speaking lines, and a self evaluation sheet.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.03 Illustrate social skills acceptable in the home, community and workplace.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Social Skills Acceptable behavior Respect Politeness/consideration of others	Note. (cont.): *"Introducing People" In this center, three students should work together as they read a handout summarizing the proper way to introduce people. They would then role play situations that are described on script cards. They should evaluate each other, listing the positive and negative comments. *"The Interview" This center should be set up on a table (that will serve as the employer's desk). After reading together the handout that summarizes job interview pointers, the students should take turns being the boss and asking the questions. Each student should write 2-3 paragraphs explaining why the other person should or should not be hired. You might also have students summarize their idea of manners for the employer.] 5. Listen to a guest speaker from a modeling agency tell about proper etiquette.

RESOURCES:

Teen Living, 376
Young Living, 31-34

Social Savvy. Judith Re. New York: Fireside-Simon & Schuster Building, 1991.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.04 Interpret ways to communicate effectively to promote relationships.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal Skills Effective communication skills	1. Define "communication"-the ability to give and receive information through speaking, body language, reading and writing. 2. Play "Gossip" the children's game where a message is started at one point and passed person-to-person by whispering until it reaches the end of the circle. Compare the message heard by the last person to the initial message. 3. Sit back to back with another student. Have the other student describe a picture to you. Draw the picture without looking at the other student or the instruction card, going only on the verbal instructions. 4. Write the instructions for making a peanut butter and jelly sandwich. [Note. Set out ingredients and follow the students' instructions LITERALLY to prepare sandwiches for them to snack on. Be prepared for students to be frustrated when their sandwich is not as they anticipated.] 5. Discuss the quote, "I know you believe you understand what you think I said, but I'm not sure you realize what you heard is not what I meant." 6. List and explain ways we communicate: Verbal: through words (spoken or written) Non-verbal: *Body language-gestures, movements, facial expressions can convey information (i.e. frown, smile, nodding head, wink, shrug of shoulders, slouching, etc.)

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.04 Interpret ways to communicate effectively to promote relationships.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Effective communication skills	6. Ways we communicate (cont.) Non-verbal communication (cont.): *Body language: Discuss the saying, "Actions speak louder than words" *Touch is a form of communication and can send positive/reassuring messages (hug, pat on back, etc.) as well as confrontational ones (pushing, hitting, etc.). *Silence can communicate especially if you are not answering a direct question or if both parties are waiting for the other to speak first. *Space is the distance you put between yourself and others. (We are uneasy if we are too close to someone we do not know or do not like.) Discuss how closeness sends messages to others. Watch your friends interact before school tomorrow and think about how the space between them relates to the level of closeness/acceptance between them.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.04 Interpret ways to communicate effectively to promote relationships.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Effective communication skills	7. Work with a small group to develop a 1-2 minute skit that portrays one type of communication (written, oral, body language, touch, silence, space, etc.). [Note to teacher. Good listening skills are essential for effective communication. Try this role play with a student's help. Ask the student to come to the front of the class and tell you about something (a recent vacation, a pet peeve, etc.). As he/she talks to you look away, yawn, plunder in your purse/pocket, interrupt, look at your watch, laugh at an inappropriate time, etc. Thank the student and ask him/her if they felt they were being listened to. How did that make them feel? Explain that effective communication is a two-way street. It takes a sender of information and a receiver of information to have communication. Ask, "Why listening is so important?" "What happens when we listen?"] 8. Identify a person you think of as a good listener and list the qualities that make them effective listeners. Share your ideas with the class as your teacher records your ideas on the board/overhead. The list should include: Eye contact Face the speaker Look interested Ask questions to understand Restate what you heard [Note. Emphasize that being a good listener makes others feel that what they saying is important.]

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.04 Interpret ways to communicate effectively to promote relationships.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Effective communication skills	9. Write about a time when you did not listen but wish you had. 10. Create a diagram "Communication in my life." Include people with whom you communicate on a daily basis.

RESOURCES:

Teen Living, 72-77
Today's Teen, 40-46
You: Living, Learning & Caring, 40-44
Young Living, 35-39

"Between You and Me: Learning to Communicate," (Video) from the Self-Esteem Curriculum Module: Grades 5-9, Sunburst PO Box 40, Pleasantville, NY 10570-2838

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.05 Identify alternative points of view of others (family members, friends & co-workers).

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal Skills Alternative points of view Judgements Perspective	1. Work in groups to read a children's story. Group #1- The Three Little Pigs, Group #2-The True Story of the Three Little Pigs. The second story listed is written from the wolf's point of view: he was "framed." Act out your story as you share your version with the other groups. Discuss the difference in the stories. Did it make you feel like you had believed the wrong character "all these years?" 2. Talk about how we form judgements sometimes on one set of messages and do not hear the other side of the story. Discuss the importance of searching for and listening to others' points of view before forming their own opinion on the issues. 3. Write a paragraph (or journal entry) about the importance of getting the whole story before forming an opinion or making a judgement.

RESOURCES:

The True Story of the Three Little Pigs, Jon Scieszka. New York: Scholastic, Inc., 1989.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.06 Practice effective conflict resolution and negotiation skills.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Negotiation Conflict resolution	1. Discuss violence by answering questions like: What is violence? Give examples. Is it more prevalent today than ten years ago? Why/Why not? How does violence affect us? What can we do to rid our world of violence? [Note. Use the Inner/Outer Circle technique to have students discuss the topic of violence in their world. To do this form two circles (a small one and then a larger one outside of it with all students facing the center of the circle). Allow the inner circle to begin the discussion as the questions spark their involvement. After a predetermined amount of time, permit the outer circle to react to the same questions and to the inner circle's ideas. Summarize the discussion and emphasize the need for conflict resolution for people of all ages. Assure your students that they can be positive role models in showing their peers how to handle conflict. Remind them that a person who is angry is not in control, in fact the angry person has actually allowed the other person or circumstances to control him/her. Tell students that you will share with them conflict resolution techniques that will allow them to stay in control, to fight fair and win (win-respect, trust and a better understanding of others).]

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.06 Practicé effective conflict resolution and negotiation skills.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal skills Negotiation Conflict resolution	2. State rules for fighting fair: *Determine the problem. (Work with one main problem-don't be sidetracked.) *Confront the problem, not the person. *Speak in a normal tone of voice-no yelling. *Listen to the other person's point of view. *Don't threaten the other person by your wording. Use "I" statements. Treat them with the respect you wish to receive. *Try to differentiate between facts/actions and feelings. *Don't argue about how the other person feels. (How would you really know?) *Be willing to compromise. *Work together to choose a solution and agree to try it. *Get help from a mediator if you cannot work through these steps. *Be open to trying a second solution if the first plan does not work. 3. Relate this concept to sports by becoming an umpire/ referee in class and around school. List some fouls your peers might commit. (Include gossiping, name calling, threatening/bullying, put downs, etc.) Discuss what actions you would take as a referee in each foul situation.

RESOURCES:

Teen Living, 85, 13-14

Conflict Resolution: Grades 5-9, curriculum module, Sunburst PO Box 40, Pleasantville, NY 10570-9971 (800) 431-1934.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 011.00 Practice the interpersonal skills needed to interact effectively with family members, friends and co-workers.

OBJECTIVE: 011.07 Determine ways to cope with changes and family/individual problems.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Interpersonal Skills Coping with changes	1. Relate change to stress (any event, positive or negative that causes the body to adjust OR emotional, mental, or physical tension felt when faced with change.) 2. Review the techniques for managing stress/change in our lives (from Unit A. Resource Management objective 001.07). 3. Work in small groups to suggest responses for each of the following stressful situations: *First day at a new school *You have to move because your parent's job was transferred *Losing your girl/boyfriend to another *You've grown 2 inches already this year...you're taller than all of your friends *Your boss tells you that business is slow and he must cut back on the part-time help...you lose your job [Note. As each group shares their ideas of how to handle these changes, keep a running list of strategies. Post the list or create a bulletin board depicting two mountains with a swinging bridge spanning between them-the strategies link together to form the floor and hand rail of the bridge, symbolizing how these strategies can keep us out of the "valley" (depression, burn-out, etc).]

RESOURCES:

Teen Living, 110-116; Today's Teen, 89-94; You: Living, Learning & Caring, 30-33; Young Living, 87-91

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.01 List primary responsibilities of a babysitter.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Caring for Children Responsibilities of a babysitter	1. Brainstorm to list words that describe babies/children. Your list will include words such as: dependent helpless trusting impressionable questioning/curious, and so on. [Note. Expand on their ideas by explaining how children need to be cared for by their parents and other care givers. Because many middle school students are often babysitters (for siblings or other children), they need to know the responsibilities of babysitting. Your discussion should include following through with the parents' instructions, enforcing their rules, keeping the children safe, entertaining the children, reacting responsibly if problems arise, etc.] 2. Visit the learning center, "What is a babysitter?" Research to identify qualities of a good babysitter. Summarize your findings by creating a business flyer that advertises your own babysitting service. The flyer would highlight your qualifications. Proof one another's work. If a computer and printer are available create a very professional flyer which could be copied and handed out. You might also want to make an information form you would use to get important information from parents before they leave you with the children. [Note. This learning center should be set up along with other centers for this competency so that students rotate through several centers.]

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.01 List primary responsibilities of a babysitter.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Caring for Children Responsibilities of a babysitter	3. In small groups, spell out the word "BABYSITTER" vertically. Let each letter start a sentence that is a hint for being a good babysitter. Be on time. Always pay attention to the children. Before you sit, ask about what the parents expect. **Y** **S** **I** **T** **T** **E** **R** 4. Use the software program "Babysitting Basics" to review your understanding of the primary responsibilities of a babysitter.

RESOURCES:

Teen Living, 135-141; Today's Teen, 106-116; You: Living, Learning & Caring, 75-81; Young Living, 122-135.

Babysitting Basics, software program, Lawrence Productions, Inc. 1800 S. 35th St., Galesburg, MI 49053-9687

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.02 Describe characteristics of children at different stages of development.

TIME: 3 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Caring for Children Developmental characteristics Infants Toddlers Preschoolers	1. Identify and explain child development terminology: Infant-a child from birth through 1 year-old. Toddler-a child from 1 through 3 years-old. Preschooler-a child from 3 through 4 years-old. Identify ages and stages from magazine pictures, posters, or family photo albums. 2. Rotate through the centers for this competency, collecting information/materials for your personal baby-sitting kits. INFANTS-Research this stage of development by describing the child at this age; what to expect as far as communication, movement, feeding; and what activities would be appropriate for infants Create a toy or book appropriate for this age child. TODDLERS-Research toddlers to find out what to expect of this age child. Describe the toddler by listing facts related to development (physical, cognitive and socio-emotional). Explore guidance of toddlers and list strategies for dealing with an independent 2-year-old. Make a puppet and develop a story or finger play for toddlers.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.02 Describe characteristics of children at different stages of development.

TIME: 3 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Caring for children Developmental characteristics Infants Toddlers Preschoolers	Learning centers (continued): PRESCHOOLERS-Research this stage of development by gathering facts related to physical, cognitive and socio-emotional growth. Develop a list of activities appropriate for this age child. Add the following ideas to your baby-sitting kit: -A puzzle made by mounting a coloring book page (that has been copied and colored) onto a heavy piece of paper. It can then be laminated and cut apart to make a puzzle to construct while baby-sitting. -A food activity such as ants-on-a-log (celery, peanut butter, with raisins), etc. -(if an adult is present, the baby-sitter could help the child prepare cookies)Aggression cookies(a basic cookie recipe that becomes tastier the more it is kneaded...kids love to knead!)

RESOURCES:

Teen Living, 122-127
Today's Teen, 96-104
You: Living, Learning & Caring, 48-64
Young Living, 110-115

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.03 Identify activities that are appropriate for children at different stages of development.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Caring for Children Developmental characteristics Infants Toddlers Preschoolers Developmentally appropriate activities Guidance Activities	1. Recall fun, happy memories from your own childhood. List ways to reward a child-a smile, a hug, a special game/treat/ privilege, a word of praise, etc. Discuss positive guidance of children-using rewards to encourage good behavior. 2. Reinforce your knowledge of activities for children of various stages of development by adding to the kit you have started in the learning centers from previous objectives. Include fun activities for children such as: finger plays, puppetry, story telling, memory games (lotto), art, outside play, etc. As each activity is described, discuss the age child for which is it most appropriate. Be sure to include safety precautions. Record notes and store in your babysitting kit.

RESOURCES:

Teen Living, 139-140
Today's Teen, 108-110
You: Living, Learning & Caring, 65-69
Young Living, 116-121

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 012.00 Identify tasks and safety procedures in caring for children.

OBJECTIVE: 012.04 Select safety guidelines for child care.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Caring for children Safety guidelines	1. View a video such as, "Childproof: Home Safety Checklist" to identify safety guidelines for babysitting. 2. Create a"Child Safety" bulletin board by designing posters that cover all aspects of safety such as: stay with children at all times survey the home for hazards within the child's reach remove toys that are broken or have sharp edges check on sleeping children often prepare ahead for emergencies (know where the first aid kit is located, post emergency numbers by the phone) 3. Make a safety checklist to place in your babysitting kit. 4. Use the software program "Babysitting Basics" to review safety tips.

RESOURCES:

Teen Living, 132; Today's Teen, 116-120; Young Living, 125-128

Childproof: Home Safety Checklist, video, Promedion, PO Box 3551, Austin, Texas 78764, (512) 282-9006

Babysitting Basics, software program, Lawrence Productions, Inc. 1800 S. 35th St., Galesburg, MI 49053-9687.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 013.00 Examine careers working with families and children.
OBJECTIVE: 013.01 Consider the major occupational opportunities and requirements of careers working with families and children.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Family Service and Child Care Career opportunities Entry level Skilled level Advanced level Employment opportunities: Psychologist Psychiatrist Therapist Support group leader Social worker Public relations director Guidance counselor Child day care teacher Child day care director Teacher Pediatrics nurse Recreation director Family life counselor Job Tasks	1. Formulate a list of potential careers from this unit. 2. Work in small groups to research careers using reference materials such as textbooks, The Occupational Outlook Quarterly , The Occupational Outlook Handbook and the Dictionary of Occupational Titles. Present to the class a brief on the job your group researched including a description of the career, salary range, education/training needed, expected outlook, etc. 3. Create simple toys, books, puppets or some other item used when working with children. 4. Practice tasks of Social Work/Counseling type jobs by researching to find listings of palces people can go for help such as local support groups, mental health agencies, school counselors, social services, etc. Prepare a brochure listing available sources of assistance for various needs. Post your brochure on a bulletin board/display titled, "Here's Help!"

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 013.00
OBJECTIVE: 013.01

Examine careers working with families and children. Consider the major occupational opportunities and requirements of careers working with families and children.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Family Service and Child Care Career opportunities Entry level Skilled level Advanced level Employment opportunities: Psychologist Psychiatrist Therapist Support group leader Social worker Public relations director Guidance counselor Child day care teacher Child day care director Teacher Pediatrics nurse Recreation director Family life counselor Job Tasks	5. Practice tasks of teaching careers by working with your homeroom/Advisor-Advisee teacher. Plan and present a short lesson. Write a paragraph or a journal entry describing this experience. FHA/CECNC: Adopt a local day care center. Visit the center or have the director come talk to your class. Find out if there are items the center needs, such as books or toys. Use the planning process to develop a plan of action. You could make the books or toys or conduct a fund raiser to purchase the items.

RESOURCES:

Teen Living, 130-161; Today's Teen, 75, 120; You Living, Learning & Caring, 340 Young Living, 141-145

The Occupational Outlook Quarterly ($8 per year, write to: New Orders, Superintendent of Documents PO Box 371954, Pittsburgh, PA 15250-7954 make check payable to: Superintendent of Documents)

Career Compass. Computer Software. Meridian Education Corporation, 1992.

COURSE: Exploring Life Skills **UNIT:** Personal & Social Responsibility

COMPETENCY: 013.00 Examine careers working with families and children.

OBJECTIVE: 013.02 Prepare a tentative career plan for a career working with families and children.

TIME: 0 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Careers in Family Service and Child Care Psychologist Psychiatrist Therapist Support group leader Social worker Public relations director Guidance counselor Child day care teacher Child day care director Teacher Pediatrics nurse Recreation director Family life counselor	1. Develop a tentative career plan for a career of interest in the family service/child care area. 2. Add items of interest to your Career Plan Portfolio, forming a section on careers in the family service/child care area. These items could include: Information from your babysitting kit Job Brief (objective 013.01) Brochure or lesson plan (objective 013.01) 3. Record your thoughts about a career from this area. Does it relate to your interests? What do you like about the career? What do you dislike? [Note. Remember that students will complete one tentative career plan from any unit of this course. The time (one class period) was allotted in unit A.]

RESOURCES:

Teen Living, 146-165; Today's Teen, 57-64; You: Living, Learning & Caring, 340-341; Young Living, 137-140

Unit D. Fashion & Appearance

Rationale: Because early adolescents are experiencing major physical changes, they are very conscious of their appearance. They spend much time and energy on trying to look attractive. Although they are beginning to express themselves as unique individuals, peer influences result in a great deal of conformity among early adolescents. It is important to acknowledge variability in physical growth rate among students. Instruction and practice in selecting and caring for clothing, as well as image enhancing activities will allow students to make better choices and thus feel better about themselves. The many career opportunities within the fashion industry can be explored as these early adolescents begin to ponder who they are and what they hope to become.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.01 Identify reasons good grooming is desirable.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Grooming Reasons First impressions Impact on self-concept Impact on wellness	1. Play a quick game that results in one winner and one runner up (musical chairs, etc.). [Note. Display two prizes: one prize should be wrapped attractively; one a bit shabby. As students watch the winners open the gifts, they will discover that the shabby box held the nicer contents.] What affected the winner's choice of gifts. Discuss how others' outward appearance contributes to your first impression about them. [Note. Ask, "Did you know that you wrapped yourself up just like a gift this morning?" Then explain that how we care for our bodies, how we dress and accessorize our bodies and how we carry ourselves plays a big part in how we feel about ourselves (our self-concept) and how others perceive us.] 2. Cut and mount pictures of persons well groomed and not well groomed. Pass these pictures around the class at fifteen second intervals. Think of and write down one adjective describing each picture. Discuss the impressions perceived from the well groomed and the not well groomed pictures. Did the well groomed persons in the pictures appear to be more successful, brighter, happier, etc.? After the activity you could put these pictures on a bulletin board. Divide well groomed from not well groomed; include some of the adjectives used to describe each picture. 3. Develop a class definition of GROOMING such as things you do to make yourself attractive; cleaning and caring for your body.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.01 Identify reasons good grooming is desirable.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Grooming Reasons to groom First impressions Impact on self-concept Impact on wellness	4. Think about the following quote: "You never get a second chance to make a first impression." Vote on your reaction to the quote-agree (thumbs up), disagree (thumbs down). Explain why you agree or disagree. Discuss the following questions: When are first impressions important? How does our appearance influence first impressions? What are some things that are in our control that contribute to our appearance? 5. FHA/CECNC: Take a group picture of your chapter. Describe what is positive about each other's appearance. Write your positive statements on pieces of paper and place them on a bulletin board with your chapter picture entitled, "Looking Good, Feeling Great!" 6. FHA/CECNC: Have a "Look Your Best Day" at your school. In class, discuss how dressing nicely makes you feel better about yourself. When others notice that you look nice, how do you feel? Compare these feelings to the way you feel on a day when you do not look your best (a "bad hair" day). [Note. Greet students at the door, smile and say something positive about each student's appearance. Expand on this by discussing their feelings and reactions to the complement.]

RESOURCES:
Today's Teen, 216-217; You: Living, Learning & Caring, 113-116; Young Living, 371-372

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.02 Use good grooming techniques.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Grooming Techniques Skin Nails Hair Teeth Posture	1. Listen to a dermatologist share with the class (or view a video-taped interview) about skin care. The topics will include questions such as: Why do teens have trouble with their skin? What are the most important habits teens can develop in caring for their skin? Demonstrate how we should wash our faces. 2. Listen to a hair stylist speak to the class about basic hair care as well as hair styles. Work in pairs to analyze face shapes for each other (by tracing the facial outline with soap on a mirror). Evaluate which hairstyles are better for you and your partner. 3. Practice good posture as a group by walking, sitting, standing, going up and down stairs, etc. From time to tome, have "posture checks" everyone freezes and evaluates their posture. 4. Visit learning centers/ "Grooming Stations" (Each will contain need supplies/equipment and written guidelines for practicing that grooming technique. Manicure/Pedicure Shaving Tie tying Hair styling Skin Care/Bathing Hair Care Dental hygiene/flossing Posture Reading (related personal care topics)

RESOURCES:

Today's Teen, 217-223; You: Living, Learning & Caring, 120-126; Young Living, 373-375.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.03 Predict consequences of clothing choices.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Choices Factors to consider Individual differences Activities School Work Leisure/sports Special occasions Influences Advertising Peers Fads/fashions Special needs Consequences of decisions Price/care costs Quality Personal preferences	1. [Note. Introduce this concept by coming to class dressed differently than normal (very dressy outfit, very sloppy-sweat clothes, in a uniform or graduation gown, etc.) Discuss the effect your clothing choices have on others, how you may be treated based on your appearance. (For example, you may be treated with more respect when wearing a business suit than when wearing sweat clothes.) Talk about how your feelings are affected by different types of clothes. Lead into an activity on individual differences by stating that choosing the right clothes for your body type, color type and activities makes you look and feel better!] 2. Brainstorm to list clothing trademarks of famous people. Discuss the messages sent by each celebrity. [Note. Ask students to bring in magazines and/or pictures of celebrities for this discussion.] [Note. Bulletin Board Idea: Use a variety of pictures of people and title the display "Which of these people would you hire?" On a classroom mirror place the caption, "Would you hire this person?"]

RESOURCES:

Teen Living, 387-395, 413
Today's Teen, 225-231
You: Living, Learning & Caring, 269-272
Young Living, 376-387

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.04 Make a clothing choice based on price, quality, care costs and personal preference.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Choices Factors to consider Individual differences Activities School Work Leisure/sports Special occasions Influences Advertising Peers Fads/fashions Special needs Consequences of decisions Price/care costs Quality Personal preferences	Rotate through learning centers, collecting data that will be recorded in the your Personal Shopping Booklet. 1. "Discovering Your Body Type" Use handouts, a video, activity sheets, and/or computer software to evaluate your body type and list suggestions (in your Personal Shopping Booklet) for accentuating your positive traits and hiding your less desirable traits. 2. "Finding Your True Colors" Use handouts, books, video, color swatch drapes, and activity sheets to establish which colors look best on you. Include your findings, along with pictures (clipped from magazines) illustrating clothing choices based on your best colors. 3. Think Spots-quiet areas in the classroom where you will sit alone and reflect on booklet entries such as: "My activities are...," "My favorite outfit is...," and "My Friends wear..." 4. "$aving Tips for Clothes $hopping"-a center that will address concepts such as: Mixing & Matching Is it a bargain if I don't need it? When is a sale a sale? Planning your shopping trip, etc. All information gathered will be included in your Personal Shopping Booklet.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 014.00 Use grooming and clothing choices to create a positive image.

OBJECTIVE: 014.04 Make a clothing choice based on price, quality, care costs and personal preference.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Choices Factors to consider Individual differences Activities School Work Leisure/sports Special occasions Influences Advertising Peers Fads/fashions Special needs Consequences of decisions Price/care costs Quality Personal preferences	Learning Centers continued: 5. "Quality in Clothing...How Can I Tell?"-a center featuring clues for determining quality in garments. 6. Clothing Choice work area-(another place to sit, think and complete an activity) Given a specific amount of money, choose a garment from a catalog/sales brochure and give reasons why it would be a wise purchase for you.

RESOURCES:

Teen Living, 395-400; Today's Teen, 231-233; You: Living, Learning & Caring, 274-282; Young Living, 391-407, 469-472

Your Ideal Silhouette, Body Proportion Analysis, Meridian Education Corp. 1-800-727-5507

Terri Ives-The Basics & Terri Ives Men's Presentations, PO Box 820384, Dallas, TX 76382-0384, 214-987-3500

Color Me Beautiful & Color For Men, Carole Jackson, New York: Ballantine Books. Also available on video cassette.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 015.00 Practice ways to care for clothes.

OBJECTIVE: 015.01 Determine procedures for the care of clothing.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Maintenance Laundry procedures Storage Repairs Alterations Pressing techniques Recycling	1. View a display of clothing care disasters (including a bleach splashed garment, a wool garment that shrunk, a white garment with colors that bled onto it, etc.). Discuss how making the right clothing choices will not mean a lot if the garments are not cared for properly. 2. Rotate through learning centers for each objective in this competency. "Storage-A Place for Everything, Everything in its Place" Use a sketch of a closet to fill in a design for storage of clothing and accessories. [Note. Refer to objective 002.01 for review of storage hints handout. Restock the information file for this center making sure it includes catalogs/brochures from storage/ventilated shelving companies and local department stores sales papers featuring closet organizers.] 3. Watch a demonstration of how to fold poster board to fit into drawers to serve as dividers for sections (for socks, hose, etc.). Follow directions given to make a divider for one of your drawers. (You could decorate the divider with wallpaper by wetting the wallpaper and covering the posterboard before folding.) 4. Visit the learning center, "Laundry Know How." Watch a video or read charts/handouts to find out about basic laundry procedures (reading care labels, sorting, choosing laundry products, stain removal, operating washing machine/dryer, etc.). Wash laundry at home or the laundromat. (Parents must sign note to verify.)

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 015.00 Practice ways to care for clothes.

OBJECTIVE: 015.01 Determine procedures for the care of clothing.

TIME: 2 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Maintenance Laundry procedures Storage Repairs Alterations Pressing techniques Recycling	5. Visit the learning center, "Pressing Practice." Read charts explaining step-by-step pressing techniques. Use shirts and other garments for pressing practice with a COLD iron. Work in pairs, watching to see that the proper procedure is followed. 6. Using labels cut from old garments, play a laundry game by working in small groups, and sorting the labels into appropriate laundry loads. [Note. Make identifying marks on the back of labels to make grading easier. Also, to allow movement, assign each student a label; then ask them to "sort themselves."] 7. Conduct stain removal experiments using soiled materials and cleaning products. Refer to a stain removal chart for procedures.

RESOURCES:

Teen Living, 407-412
Today's Teen, 245-253
You: Living, Learning & Caring, 288-292
Young Living, 409-413

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 015.00 Practice ways to care for clothes.

OBJECTIVE: 015.02 Make simple clothing repairs.

TIME: 3 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Maintenance Laundry procedures Storage Repairs Alterations Pressing techniques Recycling	1. Visit the learning center "Survival Sewing," to read charts/handouts illustrating basic steps for easy clothing repair (replacing buttons, repairing rips/seams/hems, mending holes, etc.). Use basic sewing equipment repair or alter garments you bring from home.

RESOURCES:

Teen Living, 411-412
Today's Teen, 253-257
You: Living, Learning & Caring, 310-315
Young Living, 459-465

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 015.00 Practice ways to care for clothes.

OBJECTIVE: 015.03 Discuss ways of recycling clothing.

TIME: 1 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Maintenance Laundry procedures Storage Repairs Alterations Pressing techniques Recycling	1. Visit the learning center, "Recycling Clothing" to examine garments that have been recycled (for example, patches/appliques, tie dying, style updates, covering stains with fabric painted designs, new items constructed from old garments, etc.) Using paper and pencil/ crayons, design a garment recycling project. Explain how the recycled garment could be worn to extend your wardrobe (what you'll wear it with, etc.). Estimate how much it will cost you to complete the recycling project you have designed. Compare that cost with the cost of purchasing a similar item.

RESOURCES:

Teen Living, 420, 472-473
Today's Teen, 258
Young Living, 465

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 015.00 Practice ways to care for clothes.

OBJECTIVE: 015.04 Practice ways of recycling clothing.

TIME: 0 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Clothing Maintenance Laundry procedures Storage Repairs Alterations Pressing techniques Recycling	1. Bring in garments to be recycled. Refer to the suggestions in the learning center "Recycling Clothing." 2. Visit a thrift store in order to look for inexpensive garments that could be recycled. Report on one to the class. Don't forget to note: type of garment price special features (why you like it) estimate cost of recycling the garment compare the cost to the expense of buying that garment new advantage of having a "one-of-a-kind" garment

RESOURCES:

Teen Living, 472-473
Today's Teen, 258
Young Living, 465

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 016.00 Examine careers in clothing, textiles, fashion and personal service.

OBJECTIVE: 016.01 Consider the major occupational opportunities and requirements of clothing, textiles, fashion, and personal service careers.

TIME: 5 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers Career opportunities Entry level Skilled level Advanced level Employment opportunities Training requirements Job tasks	1. Identify entry level, skilled level and advanced level jobs as you explore fashion & appearance career opportunities in the areas of: Industrial production/quality control Custom sewing Alterations Merchandising Designing Personal shopping service Research and teaching 2. Brainstorm potential places of employment such as: Department/specialty stores Manufacturing plants Laundries and dry cleaners Dressmaker/tailor shops Personal homes Schools and colleges 3. Research a specific job from the fashion & appearance area. Focus on the benefits and drawbacks (in your opinion) for the job you look up. In order to share findings, play a positive and negative sharing game. [Note. Toss a Kushi ball or a bean bag to call on a student. Every other toss is a Negative (student would share a negative aspect of the job he/she researched) the next toss is a Positive (a positive aspect). Students toss the ball back to you after sharing so that you can control the tempo.]

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 016.00 Examine careers in clothing, textiles, fashion and personal service.

OBJECTIVE: 016.01 Consider the major occupational opportunities and requirements of clothing, textiles, fashion, and personal service careers.

TIME: 5 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers Career opportunities Entry level Skilled level Advanced level Employment opportunities Training requirements Job tasks	4. Watch a demonstration of sewing machine operating procedures. 5. Compete in a relay race where team members thread a sewing machine. (Each team member does one step then moves to the back of the line so the next member can continue the process.) 6. Identify sewing equipment (name, use and any precautions). 7. Watch a demonstration to learn how to use a pattern to cut fabric for a project. 8. Practice the measurement techniques related to sewing projects. 9. Select a project to practice job tasks from this unit. Suggested projects: Design a window display for a clothing store Design and sketch a garment Write copy for a clothing catalog Create a client interview to use as a personal shopper Complete a sewing project such as: Apron for class, book cover, children's book, draft dodger for doorways, duffle bag/tote bag/cosmetic bag, exercise mat, fabric covered picture frame, locker organizer, neckties, pillow-cases, pillow letters, puppet, roll-up travel case for jewelry, scarves, school pennant, simple clothing project, stuffed animal, wall hanging (applique), wind sock etc.

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 016.00 Examine careers in clothing, textiles, fashion and personal service.

OBJECTIVE: 016.01 Consider the major occupational opportunities and requirements of clothing, textiles, fashion, and personal service careers.

TIME: 5 HOURS

OUTLINE	STRATEGIES/ACTIVITIES
Careers Career opportunities Entry level Skilled level Advanced level Employment opportunities Training requirements Job tasks	FHA/CECNC: Perform simulated job tasks by forming an assembly line to make turbans for cancer patients. Then take a field trip to a local Radiation Therapy/ Chemotherapy Center to deliver the turbans and go on a tour.

RESOURCES:

Teen Living, 417-471
Today's Teen, 257, 260-328
You: Living, Learning & Caring, 296-315
Young Living, 417-466, 473-479

Hann Crafts, sewing project kits, 825 E. Second St., Otterbein, IN 47970, 1-800-422-6548

COURSE: Exploring Life Skills **UNIT:** Fashion & Appearance

COMPETENCY: 016.00 Examine careers in clothing, textiles, fashion and personal service.

OBJECTIVE: 016.02 Prepare a tentative career plan for a career in clothing, textiles, fashion, and personal service occupations.

TIME: 0 HOUR

OUTLINE	STRATEGIES/ACTIVITIES
Careers Career opportunities Entry level Skilled level Advanced level Employment opportunities Training requirements	1. Add to your tentative career plan portfolio, the research data collected from activity #3, objective 016.01. 2. Listen to a guest speaker (a Career Development Specialist/counselor) as he/she speaks about forming career plans and making decisions with careers in mind. 3. Listen to a guest speaker from the fashion industry. Ask questions to help you understand more about their career and if it interests you. [Note. Remember that students will complete one tentative career plan from any unit of this course. The time (one class period) was allotted in unit A.]

RESOURCES:
You: Living, Learning & Caring, 340
Young Living, 472, 473-479

RESOURCES

STATE-ADOPTED TEXTBOOKS

Clayton, Nanalee. Young Living. Peoria, Illinois: Glencoe Publishing Company, 1990.

Domblewski, Carol, Project Editor, et. al. Teen Living. Needham, Massachusetts: Prentice Hall, 1991.

Kelly, Joan, Ed.D., and Eddye Eubanks, Ph.D. Today's Teen. Mission Hills, California: Glencoe/McGraw-Hill, 1988.

Strohecker, Martha Dunn, Ph.D., C.H.E., and Deborah Tunstall Tippett, Ph.D., C.H.E. You: Living, Learning and Caring. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.

OTHER PUBLICATIONS

Berenstain, Stan and Jan Berenstain. The Berenstain Bears and the Trouble with Grownups. New York: Random House, 1992.

Collins, Eleanor M. "The Impact of Technology on the Family: A Personal and Global Challenge for Home Economics," Home Economics FORUM. Michigan: Kappa Omicron Phi Omicron Nu, 1987.

FHA/HERO Chapter Handbook. Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703)860-2713.

Geisel, Theodore S. and Audrey S. Geisel. (Dr. Seuss) Oh, the Places You'll Go! New York: Random House, 1990.

Guide to Positive HIV/AIDS Education. American Institute for Teen AIDS Prevention, PO Box 136116, Fort Worth Texas 76136, (817)237-0230.

Jackson, Carole. Color Me Beautiful and Color For Men. New York: Ballantine Books.

Lobel, Arnold. Frog and Toad Together. New York: Harper & Row, Publishers, 1972.

North Carolina Health Careers '92. North Carolina Area Health Education Centers Program, Campus Box 7165, Wing C, School of Medicine, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7165.

RESOURCES

Occupational Outlook Quarterly (ISSN 0199-4786) US Department of Labor, Bureau of Labor Statistics. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954.

Pestle, Ruth E. Voluntary Simplicity: A Lifestyle Option. Monograph. Home Economics Education Association, 1201 Sixteenth Street, Northwest, Washington, DC 20036

Project Taking Charge, American Home Economics Association, 1555 King Street, Alexandria, VA 22314.

Re, Judith and Meg F. Schneider. Social Savvy: A Handbook for Teens. New York: Fireside, 1991.

Scieszka, Jon. The True Story of the Three Little Pigs. New York: Scholastic, Inc., 1989.

Slater, Shirley, Ph.D. and Lee Cibrowski, M.S. What Do You Like About Yourself? Developing A Positive Self-Concept. Home Economics Education Association, 1201 Sixteenth Street, Northwest, Washington, D.C. 20036.

Terri Ives-The Basics & Terri Ives-Men's Presentations. PO Box 820384, Dallas TX 76382-0384, (214) 987-3500

Your Ideal Silhouette, Body Proportion Analysis. Meridian Education Corporation.

SOFTWARE

Advertising: How It Affects You. Computer Software. Microcomputer Educational Programs.

Babysitting Basics. Computer Software. Lawrence Productions.

Career Compass. Computer Software. Meridian Education Corporation.

The Interior Design Simulator. Computer Software. Orange Juice Software Systems.

VIDEOS

Childproof: Home Safety Checklist. Promedion. PO Box 3551, Austin, Texas 78764, (512) 282-9006.

RESOURCES

Conflict Resolution Module: Grades 5-9, Sunburst Communications, Inc.

Feelings: Inside, Outside, Upside Down. Sunburst Communications, Inc.

Kitchen Safety & Sanitation. Meridian Education Corporation.

Let's Talk About Responsibility. Sunburst Communications, Inc.

Safety in the Kitchen. Franklin Clay Films

Self-Esteem Curriculum Module: Grades 5-9. Sunburst Communications, Inc.

OTHER RESOURCES

Brendel, Susan. Kitchen Math. Copy masters. J. Weston Walch, Publisher, PO Box 658, Portland Maine 04104-0658, 1-800-207-772-3105.

Budget: A Consumer Math Game. Board Game. Creative Teaching Associates.

Do You Have What It Takes? Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713. (Membership Brochure PB23)

Hann Crafts. Sewing Project Kits. 825 E. Second St., Otterbein, IN 47970, 1-800-422-6548.

Fact or Opinion. Board Game. Comprehension Games Corporation.

FDA Backgrounder. Newsletter. Food and Drug Administration (Southeast Region) FDA (HFR-SE145), 60-8th St. N.E., Atlanta, Georgia 30309. (404)347-7355.

FHA/HERO Membership Action Kit. Future Homemakers of America, Inc., 1910 Association Drive, Reston, VA 22090 (703) 476-4900, FAX (703)860-2713.

Financial Fitness. Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713.

Food Guide Pyramid: A Guide to Daily Food Choices. (leaflet#572, poster #1503) Free, USDA/HNIS, 6506 Belcrest Road, Room 328-A, Hyattsville, Maryland 20782.

RESOURCES

The Food Guide Pyramid...Beyond the Basic 4. $.50 Food marketing Institute, 800 Connecticut Ave., NW, Washington, DC 20006-2701.

The Food Guide Pyramid Booklet (Home and Garden Bulletin No. 252) $1.00-Superintendent of Documents, Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

Food News for Consumers. Magazine. US Department of Agriculture. (Subscription $5.00/year mail to New Orders, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954).

Food Preparation License Kit and Food Preparation Review Games. Ross Creations. PO Box 19276, Austin Tx 78760.

Grocery Cart. Game. Creative Teaching Associates, PO Box 7766, Fresno, California 93747.

How to be Successful. Lesson Guide. The Jefferson Center for Character Education. 202 South Lake Avenue, Pasadena, California 91101, (818)792-8130, 1991.

Measuring Centers. Ross Creations. PO Box 19276, Austin, Tx 78760.

National AIDS Hotline: 1-800-342-AIDS (English); 1-800-344-SIDA (Spanish); 1-800-AIDS-TTY (TTD/TTY for deaf and hard of hearing).

National STD Hotline: 1-800-227-8922.

Schmeizel, Carol R. Kitchen Tools & Gadgets Game, Measure Up, and Million Dollar Manners. Games. Nasco 901 Janesville Ave., Fort Atkinson, WI 53538.

Smart Moves. Teaching Materials. Dairy and Food Nutrition Council of the Southeast, Inc. North Carolina Division, 2300 W. Meadowview Rd., Greensboro, NC 27407-3711. 1-800-768-6455 or (919) 294-4005.

Step One. Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713. (Brochure PB22).

Student Body Handbook. Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713.

RESOURCES

Teen Times. Magazine. Future Homemakers of America, Inc., Lock Box Operations, PO Box 1400, Falls Church, VA 22041 (703)476-4900, FAX (703) 860-2713.

Listed below are vendors and the items/series available from each.

Edu-play
2635 Randleman Road
PO Box 16386
Greensboro, NC 27406
(919) 274-7573

- Budget: A Consumer Math Game. (Objective 001.08)
- Fact or Opinion. (Objective 001.08)
- Recycling in the Environment. (Objective 003.03)
- Grocery Cart. (Objective 007.02)

Environmental Protection Agency:
The RCRA Information Center (OS-305)
U.S. EPA
401 M Street SW
Washington, DC 20460

- Curriculum (EPA/530-SW-90-005)
- How-to Hand-book (EPA/SW-90-023)
- Comic Book (EPA/530-SW-90-024)
- Poster (EPA/530-SW-90-010)|

Franklin Clay Films
PO Box OV-2808
Costa Mesa, CA 92628-2808
(714) 957-0414

- Safety in the Kitchen (Objective 006.01)

Jefferson Center for Character Education
202 South Lake Avenue, Suite 240
Pasadena, CA 911-1
(818) 792-8130

- How to be Successful in Less Than Ten Minutes a Day (Objective 002.01)

RESOURCES

Meridian Education Corporation
236 E. Front Street
Bloomington, IL 61701
1-800-727-5507

Babysitting Basics (Objectives 012.01 & 012.04)
Career Compass (Objectives 004.01, 008.01, 013.01, & 016.01)
Interior Design Simulator (Objective 004.01)
Advertising: How It Affects You (Objectives 001.08 & 007.02)

Nasco
901 Janesville Ave.
Fort Atkinson, Wisconsin 53538-0901
(414) 563-2446, FAX (414) 563-8296

Million Dollar Manners (Objective 006.07)
Measure Up (Objective 006.03)
Kitchen Tools & Gadgets (Objective 006.02)

Promedion
PO Box 3551
Austin, Texas 78764
(512) 282-9006

Childproof: Home Safety Checklist (Objective 012.04)

Ross Creations
PO Box 19276
Austin, TX 78760
(512) 385-4680

Measuring Centers (Objective 006.03)
Food Preparation License Kit (Objectives 006.01-006.06)
Food Preparation Review Games (Objectives 006.01-006.06)

Scholastic Inc.
PO Box 7502
Jefferson City, MO 65102-9968

Choices

Home storage systems vendors (Objective 003.01):

Closet Maid, 720 S.W. 17th St. Ocala, FL 34474 1-800-874-0008
Lee/Rowan Co. 633 Etzel Ave., St. Louis, MO 63133 1-800-872-5332
Schulte Corp., 12115 Ellington Ct., Cincinnati, OH 45249 1-800-669-3225
White Home Products, 2401 Lake Park Dr., Atlanta, GA 30080 (404)431-0900

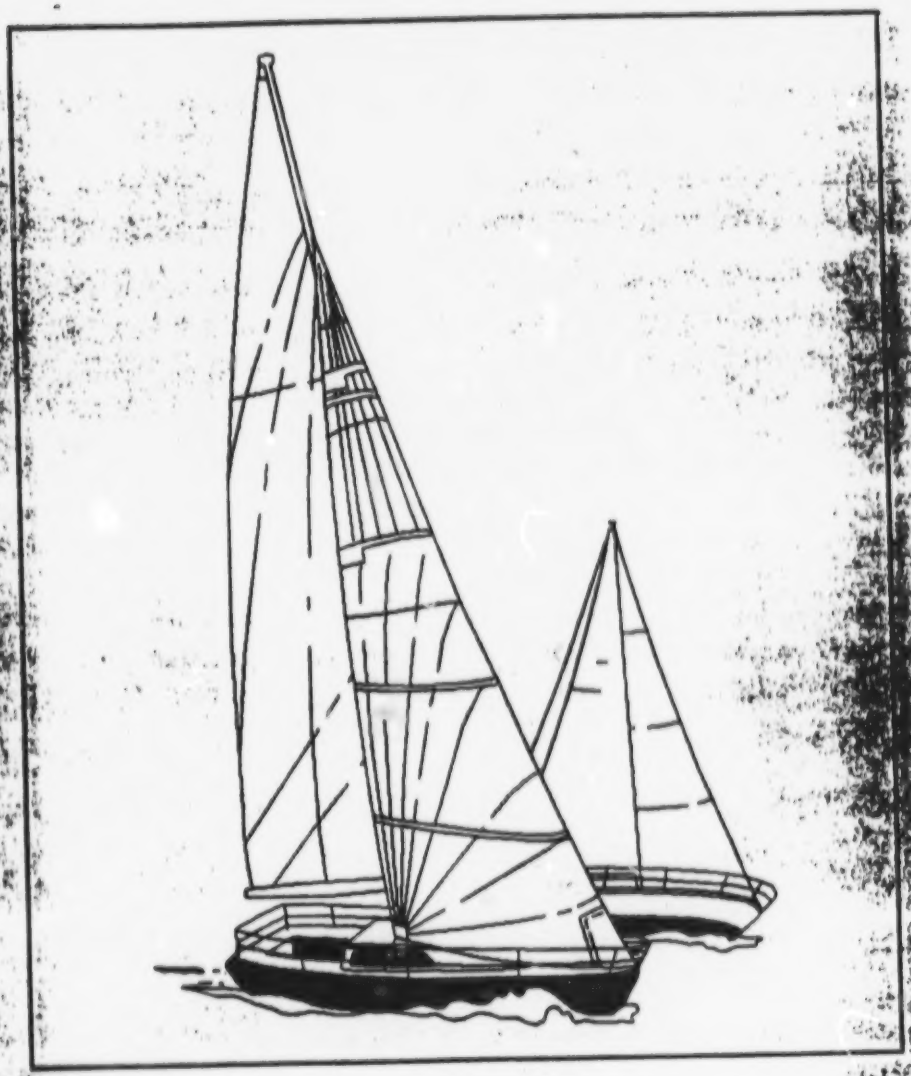
RESOURCES

Sunburst Communications
PO Box 40
Pleasantville, NY 10570-9971
1-800-431-1934

Conflict Resolution Module: Grades 5-9 (Objective 011.06)
Let's Talk About Responsibility (Objective 002.01)
Self-Esteem Module: Grades 5-9 (Objective 010.02)

US Department of Labor, Bureau of Labor Statistics
New Orders
Superintendent of Documents
PO Box 371954
Pittsburgh, PA 15250-7954

Occupational Outlook Quarterly (ISSN 0199-4786) [Subscription $8.00 for 1 year]



APPENDICES

BEST COPY AVAILABLE

HOME ECONOMICS EDUCATION
Equipment List

Exploring Life Skills

Equipment	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
General (All Units)		
Microcomputer	4	
Printer	2	
Fashion and Appearance		
Serger	2	
Sewing Machines		1:4
Tote Trays in Cabinets		1:1
Nutrition and Wellness		
The following are needed per classroom:		
Dishwasher	1	
Dryer	1	
Refrigerator-freezer w/ice maker	1	
Scales, Health meter	1	
Washer	1	
The following are needed per kitchen:		
Microwave	1	
Range w/ventilated hood	1	

HOME ECONOMICS EDUCATION
Supply List

Exploring Life Skills

Supplies	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
Fashion and Appearance		
Iron - w/auto shut off	2	
Ironing Board	2	
Shears - 6-7" Bent Trimmers; Righthanded	15	
- 6-7" Bent Trimmers; Lefthanded	3	
- Pinking	4	
Nutrition and Wellness		
The following are needed per classroom:		
Bowl - Punch	1	
Coffeemaker	1	
Ladle - Punch	1	
Stepstools	2	
Thermometer - meat	1	
Toaster Oven	1	
The following are needed per kitchen:		
Blender	1	
Bowl - Serving - Microwave Safe	2	
Can Opener - Electric	1	
Casserole - Microwave Safe	1	
Cookie Sheets	2	
Cookware Set	1	
Cutlery Set	1	
Cutting Board	1	
Dinnerware - Microwave Safe - 8 place setting	1	
Flatware Set - 8 place setting	1	
Food Processor	1	
Glasses - Set of 8	1	

HOME ECONOMICS EDUCATION
Supply List

Exploring Life Skills continued

Supplies	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
Microwave Cookware Set	1	
Mixer - Portable	1	
Mixing Bowl Set - Microwave safe	1	
Pans - Cake - 9"	3	
- 13 x 9 x 2	1	
- Muffin	1	
- Pie - Microwave safe	1	
- Pizza	1	
Platter	1	
Timer	1	
Resource Management		
Calculators - hand held		1:4
First Aid Kit	1	
Recycling Bins - set	1	
Vacuum Cleaner	1	
Approximately $10 per student per semester is needed to purchase consumable items.		

APPENDIX B

Developmental Characteristics of Early Adolescents (Ages 10-15)

PHYSICAL:

There is an intense and rapid growth rate among early adolescents.

Boys experience the peak growth rate at age 14 and girls experience the peak growth rate at age 12.

There is a great deal of variety in growth rates among early adolescents.

Many early adolescents experience growing pains and need physical exercise.

The nutritional needs are greater (i.e. more calcium needed for growing bones).

SOCIO-EMOTIONAL:

Many early adolescents feel as if they have an "imaginary audience" where everyone is looking at them and they may feel self-conscious.

Many early adolescents feel as if they are unique in that others are not experiencing similar feelings, thoughts, and problems, which can lead to increased egocentrism.

Families are the most important influence on values and behavior.

Peers becoming more important in the lives of early adolescents.

Many early adolescents experience a drop in self-esteem.

Developmental tasks of the early adolescent include: seeking independence, forming self-identity, and deciding possible career goals.

COGNITIVE:

There is a great deal of variability among early adolescents.

Many early adolescents need concrete experiences to learn.

Some early adolescents will acquire abstract and hypothetical reasoning skills.

Early adolescents may be idealistic in finding solutions to complex problems.

Resources:

Dorman, Gayle (1984) Middle Grades Assessment Program User's Manual. Carrboro, NC: Center for Early Adolescence.

Scales, P.C. (1991). A Portrait of Young Adolescents in the 1990's: Implications for Promoting Healthy Growth and Development. Carrboro, NC: Center for Early Adolescence.